

NORTH & SOUTH CAPL 130' EAST CAPL 100' BOUNDARY 80' WATER 60' &

Avenues

CONNECTICUT	130'	NEW JERSEY
DELAWARE	160'	NORTH CAROLINA
GEORGIA	160'	NEW HAMPSHIRE
INDIANA	160'	OHIO
KENTUCKY	120'	PENNSYLVANIA East of 15th Str.
LOUISIANA	160'	PENNSYLVANIA West of 17th Str.
MARYLAND	160'	RHODE ISLAND
MASSACHUSETTS	160'	SOUTH CAROLINA
MISSOURI	80'	TENNESSEE
MAINE	80'	VERMONT
NEW YORK East of 15th Str.	130'	VIRGINIA Mall to Eastern Branch
NEW YORK West of 17th	160'	VIRGINIA B St to Rock Creek

No.I.

MAP

—OF THE—

CITY OF WASHIN

SHOWING

Location of Deaths for the Year Ending Ju

EXPLANATION:

Combined numbers show total deaths on each squ
Deaths of white persons are indicated by number
Those of colored persons by numbers in blue.



REPORT
OF THE
BOARD OF TRUSTEES OF PUBLIC SCHOOLS
OF THE
DISTRICT OF COLUMBIA
TO THE
COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

1893-'94.



BOARD OF TRUSTEES OF PUBLIC SCHOOLS, DISTRICT OF COLUMBIA.

LOCAL COMMITTEES.

Divisions.	Names.	Terms expire.	Addresses.
First	J. J. Darlington, esq	Sept. 13, 1895	410 Fifth street northwest.
Second.....	Paul T. Bowen.....	do	1702 Fourth street northwest.
Third.....	James W. Whelpley	do	American Security and Trust Company, 1405 G street northwest.
Fourth	David H. Hazen, M. D.	do	407 Sixth street southwest.
Fifth	Jesse H. Wilson, esq	do	344 D street northwest.
Sixth	A. H. Witmer, M. D.	do	St. Elizabeth Insane Asylum.
	F. J. Shadd, M. D.	do	Ninth and R streets northwest.
Seventh.....	Blanche K. Bruce.....	do	2010 R street northwest.
Eighth.....	L. A. Cornish	do	Sixth Auditor's Office, Busch Building.

OFFICERS OF THE BOARD.

President.—JAMES W. WHELPLEY, 1405 G street northwest.

Secretary.—J. G. FALCK, Franklin School.

Superintendent of schools.—W. B. POWELL, A. M., Franklin School.

Superintendent of colored schools.—G. F. T. COOK, A. M., Sumner School.

MEETINGS OF THE BOARD OF TRUSTEES.

The stated meetings of the board of trustees are held on the second Tuesday of each month, and on the last Tuesday of June.

STANDING COMMITTEES OF THE BOARD.

On rules: Messrs. BRUCE, WITMER, BOWEN.

On ways and means, supplies, and accounts: Messrs. WHELPLEY, HAZEN, CORNISH, BOWEN.

On buildings, repairs, and furniture: Messrs. BOWEN, WITMER, CORNISH.

On normal and high schools and scholarships: Messrs. DARLINGTON, WILSON, BRUCE WHELPLEY.

On teachers and janitors: Messrs. WILSON, WITMER, SHADD.

On text-books, studies, and examinations and promotions of pupils: Messrs. HAZEN, WILSON, BRUCE.

On penmanship, music, and discipline: Messrs. SHADD, WITMER, HAZEN.

On industrial education, drawing, and night schools: Messrs. CORNISH, DARLINGTON, WHELPLEY.

On library and report: Messrs. WITMER, DARLINGTON, SHADD.

BRIEF SCHOOL DIRECTORY.

FIRST SIX DIVISIONS.

SUPERINTENDENT.

W. B. POWELL, Franklin School.

SUPERVISING PRINCIPALS.

First division	C. S. Clark	Dennison School.
Second division (A)	N. P. Gage	Seaton School.
Second division (B)	W. B. Patterson	Gales School.
Third division.....	A. T. Stuart	Wallach School.
Fourth division	Isaac Fairbrother	Jefferson School.
Fifth division	B. T. Janney	Curtis School.
Sixth division (A)	J. R. Keene	Monroe School.
Sixth division (B)	J. T. Freeman	Van Buren School.
Primary grades.....	E. A. Denney (Miss)	Franklin School.

PRINCIPALS OF HIGH SCHOOLS.

	Dr. F. R. Lane	Central High School.
	C. M. Lacey Sites	Eastern High School.
	E. C. Westcott (Miss)	Western High School.
	Allan Davis	Business High School.
Principal normal school	I. G. Myers (Mrs.)	Franklin School.
Directress of music.....	A. E. Scammell (Miss).....	1108 Maryland avenue southwest.
Directress of drawing.....	S. E. W. Fuller (Mrs.)	2611 Messmore avenue.
Director of manual training.....	J. A. Chamberlain	626 O street northwest.
Directress of cooking	E. S. Jacobs (Miss)	1302 S street northwest.
Directress of sewing	M. W. Cate (Mrs.)	217 I street northwest.
Directress of physical cul- ture.	Rebecca Stoneroad (Miss).....	1120 Thirteenth street northwest.

SEVENTH AND EIGHTH DIVISIONS. (Colored.)

SUPERINTENDENT.

G. F. T. COOK, Sumner School.

SUPERVISING PRINCIPALS.

Seventh division.....	H. P. Montgomery.....	Sumner School.
Eighth division (A).....	W. S. Montgomery.....	John F. Cook School.
Eighth division (B).....	J. H. N. Waring.....	Lincoln School.
Principal high school.....	F. L. Cardozo.....	M street, between New Jersey avenue and First street northwest.
Principal normal school.....	L. E. Moten (Miss)	Magruder School.
Music	H. F. Grant	2004 Seventeenth street northwest.
	J. T. Layton	1242 Nineteenth street northwest.
Director of drawing	T. W. Hunster	Fifteenth street and Kene-saw avenue northwest.
Director of manual training.....	J. H. Hill	2521 Sixth street northwest.
Directress of cooking.....	M. B. Cook (Miss)	215 Prince street, Alexandria, Va.
Directress of sewing	C. E. Syphax (Miss)	1447 Pierce Place northwest.
Directress of physical cul- ture.	Hattie B. George (Miss)	619 B street northeast.

REPORT OF THE BOARD OF TRUSTEES, PUBLIC SCHOOLS.

To the honorable the Commissioners of the District of Columbia:

We have the honor to submit the report of the board of trustees of the public schools for the year ending June 30, 1894, accompanied by full, and valuable reports from the two superintendents, the principals of the high schools, the supervising principals, and the heads of special departments of instruction.

IMPERATIVE NEED OF RADICAL INCREASE IN SCHOOLROOM ACCOMMODation.

While these reports and the statistics accompanying them are for the most part highly encouraging to the friends of education, and most creditable to the District of Columbia, they disclose an inadequacy of schoolroom accommodation, permitted to grow from year to year, notwithstanding the earnest, persistent efforts of the board to remedy the evil, until it has now become so great that the board feels compelled at this time to present it to your attention, and, through you, to the consideration of Congress, to the exclusion of all other matters connected with the schools.

For some years preceding the school year 1886-'87, as pointed out in our last report, the annual appropriation for school buildings was fixed arbitrarily at \$100,000, irrespective of the needs of the schools, the result being that the attendance of pupils so rapidly outgrew the provision made for them that, at the date mentioned, one-third of the school population of the District was limited to half-day attendance upon the schools. The attention and interest of Congress being at that time successfully awakened, new school buildings were appropriated for so liberally that within a comparatively few years thereafter the school accommodations were rendered very nearly adequate for the accommodation of the pupils. For the past several years, however, very limited provision for new school buildings has been made, while the growth in the school attendance has been so rapid that we are now confronted with a situation almost, if not altogether, as grave as that of nine years ago.

Of the "half-day" system Superintendent Powell says:

I must still insist and call your attention to the fact that the half-day school for any scholar above the kindergarten grade is not advisable and not profitable, and for a pupil above the first or second grade is well-nigh a farce. To give a lad 12 years of age opportunity to attend school three and a half hours a day, knowing well that he will spend the rest of the time on the street, is robbery of the boy's time and a danger to society.

The reports of the superintendents show that, in addition to practically the whole of the first and second grades, 40 schools, aggregating an attendance of about two thousand pupils of the third and fourth grades, are limited to half-day attendance. If the pupils of the first and second grades must continue under this limitation or restriction of their educational opportunities it will require at least five new buildings to afford the pupils above that grade, now actually in attendance, a full day's schooling, without making any provision for the annual increase in their numbers.

As shown by the report of Superintendent Cook only about two-thirds of the colored children of school age are now in attendance upon the public schools, and of this number a large proportion are permitted to attend one-half of each school day only. In one portion of the city, as pointed out in his report, there is one square mile, well populated by colored citizens, in which there is no school at all, and several other sections that are little better off in this particular. Among the white schools there were this year at a single school building, namely the Pierce, situated on G street, near Fourteenth street NE., 50 applicants for admission in excess of the utmost seating capacity of the building, and no other school building reasonably near to accommodate them.

The statistics of attendance will further show, especially in connection with the colored schools, that a very considerable proportion of the pupils do not progress further than the second grade, these being, doubtless, children in indigent circumstances whose parents, are unable to afford them longer time for education. In other words, the failure to supply sufficient schoolroom to accommodate pupils in these grades, thus necessitating resort in them to the half-day system, is depriving a very large proportion of the children most dependent upon the public schools of half their whole school life.

It will be observed that the unfortunate conditions here referred to result solely from the failure to supply adequate schoolroom accommodation. A sufficient number of teachers is provided for all the schools, and if we had as many schoolrooms as are needed every child now in attendance could receive the benefit of a full day's schooling without the employment of a single additional teacher or the expenditure of a single additional dollar for teachers' salaries. As was pointed out on a former occasion, we occupy precisely the attitude, from a business standpoint, of an employer who finds it necessary to engage and pay the wages of 1,000 skilled employees, but who receives the

benefit of only half-day's labor from a third of their number because of his own refusal to provide working room for them all.

The showing thus presented is sufficiently unfortunate without the emphasis of any further facts. The board feels it to be their duty, however, both to you and the community, to point out the further fact that the above inadequacy of accommodation remains after resort has been had not only to rented rooms, which, as shown by Superintendent Powell's report, "are, without exception, unfit for school purposes, being without ventilation other than open windows and open doors, which are always harmful and fraught with danger, and are without adequate and, in some cases, even without respectable closet accommodation," but even after converting the basements of the school buildings into schoolrooms, rooms never intended for such a purpose and wholly unfit for it, "having no means of ventilation, no proper means of heating," and lacking all the necessary conveniences. No member of Congress would consent to the use of such rooms for his committee or for any other purpose which would require him to pass the working hours of the day in them, and no member, we are confident, would be willing to condemn the immature bodies of little school children to conditions, sanitary and otherwise, so unfavorable.

THE BUSINESS HIGH SCHOOL.

The above observations relate to the graded schools, and particularly to the lower grades, which, if there must be a difference, naturally demand the first and principal consideration.

There is, however, another and a most deserving branch of the public-school system, namely, the Business high school, in which the necessity for additional accommodation is equally as imperative.

This school, for the past several years, has been located in the Minor Building, a rented structure, with a capacity for not exceeding 350 pupils. There are now crowded into it, including its basements, 479 pupils. There is no space left in it which can be used for assembling the pupils together for lectures, announcements, or any other exercises or purpose. It is a school which has proven of exceptional practical benefit, has won a well-merited popularity, and increases rapidly in attendance. How it will be possible to get next year's pupils within its walls is a problem which already confronts the school officials. A new and adequate building for its accommodation, and within the earliest practical period of time, is most urgently recommended.

The attention of the Commissioners is also specially invited to the necessity of an adequate appropriation for necessary repairs and the need of a new building for the Western high school, which, if provided, would, by giving the Curtis school now used by it back to the graded schools, afford good school facilities to the western part of the District.

There are many matters of educational interest upon which the board would like to touch, as, particularly, the constantly increasing efficiency

and usefulness of the night schools and the schools for manual training; the success and the remarkably small annual per capita cost of the free text-book system (averaging, as shown by Superintendent Powell's report, less than 10 cents per pupil in any of the first five grades of the schools); and the Teachers' Annuity and Aid Association, which, though no part of the public school system and involving no present or prospective cost to the District or the public, it is nevertheless hoped will be attended with much benefit to the former. These and other topics presented in the reports of the superintendents the Board feels inclined to pass without special comment at this time, in order that it may present exclusively, and therefore more urgently, for your consideration and that of Congress the absolute necessity of an immediate and radical increase in schoolroom accommodation, which is the overshadowing need of the public schools at this time.

Respectfully submitted.

J. W. WHELPLEY,
President Board of Trustees.

WASHINGTON, D. C., *November 27, 1894.*

REPORT OF SUPERINTENDENT W. B. POWELL.

To the Board of School Trustees:

GENTLEMEN: I have the honor to present herewith for the year ending June 30, 1894, a report of the management and present condition of the schools of the first six divisions and a consolidated statement of the attendance and other important items relating to all the schools under your charge. This last named statement has been made by uniting facts presented by Superintendent Cook with those of like kind found in my report, being given here for your convenience in getting a general view:

Number of pupils enrolled:

First six divisions.....	28,445
Seventh and eighth divisions.....	12,233
Total	40,678
Number of white pupils (male 12,739, female 13,503)	26,242
Number of colored pupils (male 6,299, female 8,137).....	14,436
Total (male 19,038, female 21,640)	40,678
Number of pupils in city schools (white 23,866, colored 12,233).....	36,099
Number of pupils in county schools (white 2,376, colored 2,203)	4,579
Total (white 26,242, colored 14,436).....	40,678
Number of male pupils (white 12,739, colored 6,299).....	19,038
Number of female pupils (white 13,503, colored 8,137).....	21,640
Total (white 26,242, colored 14,436).....	40,678

	Male.	Female.	Total.
Number of pupils in normal schools	3	75	78
Number of pupils in high schools.....	930	1,525	2,455
Number of pupils in grades below the high schools.....	18,105	20,040	38,145
Total.....	19,038	21,640	40,678

Per cent of teachers, white, 66.45; colored, 33.55; total, 100; male, 12.53; female, 87.47; total, 100.

ENROLLMENT.

The number of pupils enrolled was 40,678—26,242 white and 14,436 colored. This shows an increase of 914, or 2.29 per cent, over the enrollment of the previous year.

The average enrollment was 33,624, or 3.48 per cent above that of the year previous.

The average number of pupils in daily attendance was 31,348, being 1,281, or 4.26 per cent, in excess of that of the year previous.

TEACHERS.

There were employed 942 teachers, as follows:

	Male.	Female.	Total.
First six divisions	85	585	670
Seventh and eighth divisions	33	239	272
Total.....	118	824	942
Number of white teachers	72	554	626
Number of colored teachers.....	46	270	316
Total.....	118	824	942
City schools:			
White.....	65	512	577
Colored	33	239	272
Total.....	98	751	849
County schools:			
White.....	7	42	49
Colored	13	31	44
Total.....	20	73	93

The teachers employed were distributed as follows:

	White.	Colored.	Total.
Supervisors	10	3	13
Normal schools.....	7	4	11
High schools	79	19	98
Grammar schools.....	214	74	288
Primary schools	264	188	452
Drawing	7	3	10
Music	5	3	8
Health exercises	5	3	8
Manual training.....	14	7	21
Cooking	10	5	15
Sewing	11	7	18
Total.....	626	316	942

The day schools cost—

For teachers and supervisors (including office force)	\$651,075. 19
For rent	9,825. 50
For fuel	36,309. 24
For janitors	51,933. 47
For incidental expenses, including insurance, general supplies, printing, etc	30,547. 66
For free text-books and supplies	47,320. 28
For industrial instruction, including manual training, cooking, and sewing	7,807. 00
For buildings and repairs	95,705. 85
Total	930,524. 19

The relative numbers enrolled in the different grades of our schools are shown by the following:

Per cent of whole enrollment.

Schools.	White.	Colored.
In normal schools.....	0.20	0.18
In high schools	7.60	3.19
In grammar schools.....	38.18	25.89
In primary schools.....	54.02	70.74
Total	100	100

There were enrolled in the night schools 2,968—1,403 white and 1,565 colored—persons. These were taught by 57 teachers, of whom 25 were white and 32 colored,

The night schools cost—

For teachers	\$5,995. 75
For incidental expenses.....	408. 66
Total	6,404. 41

The day schools were in session 184 days; the night schools were open 57 nights in the first six divisions and 47 nights in the seventh and eighth divisions.

The total number of persons benefited by the schools was 43,646.

828 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
Whole enrollment:			
Normal schools.....	52	26	78
High schools.....	1,995	460	2,455
Grammar and primary schools.....	24,195	13,950	38,145
Total.....	26,242	14,436	40,678
Increase for the year.....	930	* 66	914
Per cent of increase.....	3.88	-.45	2.29
Average enrollment:			
Normal schools.....	50	25	75
High schools.....	1,794	426	2,220
Grammar and primary schools.....	20,014	11,315	31,329
Total.....	21,858	11,766	33,624
Increase for the year.....	1,038	94	1,132
Per cent of increase.....	4.98	.80	3.48
Average daily attendance:			
Normal schools.....	49	25	74
High schools.....	694	409	2,103
Grammar and primary schools.....	18,481	10,690	29,171
Total.....	20,224	11,124	31,348
Increase for the year.....	1,139	142	1,281
Per cent of increase.....	5.96	1.29	4.26
Whole enrollment:			
Boys.....	12,739	6,299	19,038
Girls.....	13,503	8,137	21,640
Total.....	26,242	14,436	40,678
Whole enrollment in night schools.....	1,403	1,565	2,968
Grand total.....	27,645	16,001	43,646
Number of teachers:			
Male.....	72	46	118
Female.....	554	270	824
Total.....	626	316	942
Night schools.....	25	32	57
Grand total.....	651	348	999
School buildings:			
Owned.....	62	36	98
Rented.....	5	2	7
Free.....		1	1
Total.....	67	39	106
Schoolrooms:†			
Owned.....	441	206	647
Rented.....	41	10	51
Total.....	482	216	698
Cost of tuition per pupil, including supervision (based on average enrollment).....			\$19.36
Cost per pupil for all expenses except repairs and permanent improvements (based on average enrollment).....			24.83

† Not including high schools.

* Decrease.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1894.*

	White.	Colored.	Total.
Normal schools	52	26	78
High schools	1,995	460	2,455
Total	2,047	486	2,533
Grammar schools, city:			
Eighth grade	1,912	492	2,404
Seventh grade	2,010	736	2,746
Sixth grade	2,426	813	3,239
Fifth grade	2,937	1,209	4,146
Total	9,285	3,250	12,535
Primary schools, city:			
Fourth grade	2,735	1,510	4,245
Third grade	2,708	1,788	4,496
Second grade	2,962	2,277	5,239
First grade	4,129	2,922	7,051
Total	12,534	8,497	21,031
County schools	2,376	2,203	4,579
Grand total	26,242	14,436	40,678

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1894.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal schools	3	75	78	0.19
High schools	930	1,525	2,455	6.04
Eighth grade	1,101	1,469	2,570	6.32
Seventh grade	1,378	1,608	2,986	7.34
Sixth grade	1,675	1,923	3,598	8.85
Fifth grade	2,084	2,518	4,602	11.31
Fourth grade	2,300	2,476	4,776	11.74
Third grade	2,471	2,682	5,153	12.67
Second grade	3,042	2,972	6,014	14.78
First grade	4,054	4,392	8,446	20.76
Total	19,038	21,640	40,678	100.00
SUMMARY.				
Normal and high schools	933	1,600	2,533	6.23
Grammar schools	6,238	7,518	13,756	33.82
Primary schools	11,867	12,522	24,389	59.95
Total	19,038	21,640	40,678	100.00

SCHOOLS.

The number of schools below the high school was as follows:

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade.....	40	10	50
Seventh grade.....	43	15	58
Sixth grade.....	52	16	68
Fifth grade.....	58	22	80
Total.....	193	63	256
Primary schools, city:			
Fourth grade.....	56	27	83
Third grade.....	55	33	88
Second grade.....	60	45	105
First grade.....	75	55	130
Total.....	246	160	406
County schools.....	50	45	95
Grand total.....	489	268	757
Number of whole-day schools.....	377	166	543
Number of half-day schools.....	112	102	214
Total.....	489	268	757

The average number of pupils to a school (based on the whole enrollment) was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principal).....	25.5	25.5	25.5
Grammar schools, city:			
Eighth grade.....	47.8	49.2	48.1
Seventh grade.....	46.7	49.1	47.3
Sixth grade.....	46.6	50.8	47.6
Fifth grade.....	50.6	54.9	51.8
Primary schools, city:			
Fourth grade.....	50.6	55.9	52.4
Third grade.....	51.1	55.9	52.9
Second grade.....	51.1	52.9	51.8
First grade.....	58.2	55.1	56.9
County schools.....	48.5	50.1	49.2

Nine hundred and forty-two teachers were employed, as follows:

	White.	Colored.	Total.
Supervising principals.....	10	3	13
Normal schools.....	7	4	11
High schools.....	79	19	98
Total.....	96	26	122
Grammar schools, city:			
Eighth grade.....	40	10	50
Seventh grade.....	43	15	58
Sixth grade.....	52	16	68
Fifth grade.....	58	22	80
Total.....	193	63	256
Primary schools, city:			
Fourth grade.....	54	27	81
Third grade.....	53	32	85
Second grade.....	58	43	101
First grade.....	71	53	124
Total.....	236	155	391
County schools.....	49	44	93
Teachers of music.....	5	3	8
Teachers of drawing.....	7	3	10
Teachers of manual training.....	14	7	21
Teachers of cookery.....	10	5	15
Teachers of sewing.....	11	7	18
Teachers of physical culture.....	5	3	8
Grand total.....	626	316	942

The cost of the schools for supervision and teaching was as follows:

	White.	Colored.	Total.
Supervision:			
1 superintendent.....	\$3,300.00	\$2,250.00	\$5,550.00
8 supervising principals, each \$2,000.....	16,000.00		16,000.00
3 supervising principals, each \$2,000.....		6,000.00	6,000.00
1 supervising principal.....	1,500.00		1,500.00
1 assistant supervising principal.....	750.00		750.00
1 clerk.....	1,200.00	800.00	2,000.00
1 messenger.....	300.00	200.00	500.00
Total.....	23,050.00	9,250.00	32,300.00
Cost per pupil, estimated on average enrollment.....	* .98	† .91	.96
Tuition:			
Normal schools—			
Principals.....	1,500.00	1,500.00	3,000.00
2 teachers.....	2,000.00		2,000.00
2 teachers.....	1,600.00		1,600.00
2 teachers.....	970.00		970.00
2 teachers.....		1,600.00	1,600.00
1 teacher.....		700.00	700.00
Total.....	‡ 6,070.00	§ 3,800.00	9,870.00
Cost per pupil, estimated on average enrollment.....	23.16	50.00	32.11

* First six divisions.

† Seventh and eighth divisions.

‡ Includes the cost of teaching ten practice schools, \$4,911.80.

§ Includes the cost of teaching five practice schools, \$2,550.

	White.	Colored.	Total.
Tuition—Continued.			
High schools—			
Principals.....	\$2,500.00	\$1,800.00	\$4,300.00
78 teachers.....	68,351.61		68,351.61
18 teachers.....		14,885.00	14,885.00
Total.....	70,851.61	16,685.00	87,536.61
Cost per pupil, estimated on average enrollment.....	39.49	39.16	39.43
Grammar schools, city—			
40 eighth, 43 seventh, 52 sixth, 58 fifth grade schools.....	157,888.91		157,888.91
10 eighth, 15 seventh, 16 sixth, 22 fifth grade schools.....		50,290.00	50,290.00
Total.....	157,888.91	50,290.00	208,178.91
Cost per pupil, estimated on average enrollment.....	19.61	18.75	19.30
Primary schools, city—			
56 fourth, 55 third, 60 second, 75 first grade schools.....	120,830.24		120,830.24
27 fourth, 33 third, 45 second, 55 first grade schools.....		79,890.54	79,890.54
Total.....	120,830.24	79,890.54	200,720.78
Cost per pupil, estimated on average enrollment.....	11.84	11.39	11.66
Special teachers—			
5 music teachers, 7 drawing teachers, 5 teachers of physical culture.....	12,855.65		12,855.65
3 music teachers, 3 drawing teachers, 3 teachers of physical culture.....		6,814.33	6,814.33
Total.....	12,855.65	6,814.33	19,669.98
Cost per pupil, estimated on average enrollment.....	*.55	†.67	.58
Manual training—			
Carpentry, 13; metal working, 1; cookery 10; sewing 11.....	23,672.50		23,672.50
Carpentry, 6; metal working, 1; cookery, 5; sewing, 7.....		12,100.00	12,100.00
Total.....	23,672.50	12,100.00	35,772.50
Cost per pupil, estimated on average enrollment.....	*1.00	†1.19	1.06
County schools—			
49 teachers.....	30,982.47		30,982.47
44 teachers.....		26,043.94	26,043.94
Total.....	30,982.47	26,043.94	57,026.41
Cost per pupil, estimated on average enrollment.....	17.61	16.02	16.85

* First six divisions.

† Seventh and eighth divisions.

Supervision.

The cost of supervision was:

One superintendent (white).....	\$3,300.00
One superintendent (colored).....	2,250.00
Eight supervising principals (white, each \$2,000).....	16,000.00
Three supervising principals (colored, each \$2,000).....	6,000.00
One supervising principal, primary grades (white).....	1,500.00
One assistant supervisor, primary grades (white).....	750.00
One clerk.....	1,200.00
One clerk (colored).....	800.00
One messenger.....	300.00
One messenger (colored).....	200.00

Total cost of supervision..... 32,300.00

Average cost of supervision per pupil (estimated on average enrollment, 33,624).....\$0.96

Summary:

Total cost of instruction, including supervision.....	\$651,075.19
Whole number of pupils enrolled.....	40,678
Average number of pupils enrolled.....	33,624
Average daily attendance.....	31,348
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	\$16.00
2. Average enrollment.....	\$19.36
3. Average daily attendance.....	\$20.77

Washington Normal School of the first six divisions.

Number of teachers trained.....	52
Average attendance.....	50
Number of teachers employed.....	7
Average salary.....	\$867.14

Washington Normal School of the seventh and eighth divisions.

[Colored.]

Number of teachers trained.....	26
Average attendance.....	25
Number of teachers employed.....	4
Average salary.....	\$950

Contingent expenses.

Total amount expended.....	\$30,547.66
Average amount per pupil (estimated on average enrollment).....	.91

Free text-books.

Total amount expended.....	\$47,320.28
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Industrial education.

Total amount expended.....	\$7,807.00
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Fuel.

Total amount expended.....	\$36,303.24
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Janitors.

Total amount expended.....	\$51,933.47
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Rent.

Total amount expended.....	\$9,825.50
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SUMMARY.

Amount expended, grand total.....	\$831,818.34
Average cost per pupil (including high and normal schools) for all expenses, except repairs and permanent improvements:	
1. On whole enrollment.....	\$20.27
2. On average enrollment.....	\$24.83
3. On average daily attendance.....	\$26.63

High schools of the first six divisions.

Number of pupils enrolled (girls, 1,205; boys, 790).....	1,995
Average enrollment.....	1,794
Average attendance.....	1,694

High schools of the first six divisions—Continued.

Per cent of attendance.....	94.4
Average number of cases of tardiness per month.....	354
Number of pupils dismissed.....	0
Number of teachers employed.....	79
Average salary paid.....	\$896.85
Cost of tuition per pupil (estimated on average enrollment).....	\$39.49

Washington High School of the seventh and eighth divisions.

[Colored.]

Number of pupils enrolled (girls, 320; boys, 140).....	460
Average enrollment.....	426
Average attendance.....	409
Per cent of attendance.....	96.2
Average number of cases of tardiness per month.....	28
Number of pupils dismissed.....	0
Number of teachers employed.....	19
Average salary paid.....	\$930.79
Cost of tuition per pupil (estimated on average enrollment).....	\$39.16

Grammar and primary schools.

	White.	Colored.	Total.
Number of pupils enrolled.....	24,195	13,950	38,145
Average enrollment.....	20,014	11,315	31,329
Average attendance.....	18,841	10,690	29,531
Per cent of attendance.....	92.4	94.7	93.2
Average number of cases of tardiness per month.....	2,177	592	2,769
Number of pupils dismissed.....	11	5	16
Number of cases of corporal punishment.....	15	106	121
Number of teachers employed.....	478	262	740
Average salary paid.....	\$647.91	\$596.27	\$629.63
Average number of pupils to a teacher (estimated on average enrollment).....	41.8	43.2	42.3
Cost of tuition per pupil (estimated on average enrollment).....	\$15.47	\$13.80	\$14.67

Special teachers.

	White.*	Colored.†	Total.
Drawing.....	7	3	10
Music.....	5	3	8
Teachers of physical culture.....	5	3	8
Average salary paid:			
Drawing.....	\$832.17	\$783.33	\$817.50
Music.....	798.00	804.77	800.54
Teachers of physical culture.....	608.13	683.33	636.33
Average cost per pupil for special tuition (estimated on average enrollment).....	.55	.67	.58

* First six divisions.

† Seventh and eighth divisions.

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List of schoolhouses owned, with their respective locations, and with the number of rooms in each.

Divisions.	Names of buildings.	Location of buildings.	Number of rooms.
	Central high	O street, between Sixth and Seventh streets northwest .....	.....
	Eastern high	Seventh street, between Pennsylvania avenue and C street southeast.	.....
	Western high	Curtis school, O street, between Thirty-second and Thirty-third streets northwest.	.....
1	Franklin	Thirteenth and K streets northwest	15
1	Dennison	S street, between Thirteenth and Fourteenth streets northwest..	12
1	Force	Massachusetts avenue, between Seventeenth and Eighteenth streets northwest.	12
1	Berret	Fourteenth and Q streets northwest	9
1	Adams	R street, between Seventeenth street and New Hampshire avenue northwest.	8
1	Harrison	Thirteenth street, between V and W streets northwest	8
1	Thomson	Twelfth street, between K and L streets northwest	6
1	Phelps	Vermont avenue, between T and U streets northwest	8
2a	Henry	P street, between Sixth and Seventh streets northwest	12
2a	Webster	Tenth and H streets northwest	12
2a	Seaton	I street, between Second and Third streets northwest	12
2a	Abbott	Sixth street and New York avenue northwest	9
2a	Morse	Fifth and R streets northwest	8
2a	Polk	Seventh and P streets northwest	8
2b	Gales	First and G streets northwest	12
2b	Blake	North Capitol street, between K and L streets northwest	8
2b	Twining	Third street, between N and O streets northwest	8
2b	Arthur	Arthur Place northwest	8
2b	Blair	I street, between Sixth and Seventh streets northeast	8
2b	Taylor	Seventh street, between F and G streets northeast	8
2b	Madison	Tenth and G streets northeast	8
2b	Pierce	Fourteenth and G streets northeast	8
2b	Hamilton	Bladensburg road, county	3
3	Wallach	Pennsylvania avenue, between Seventh and Eighth streets southeast.	12
3	Maury	R street, between Thirteenth and Fourteenth streets northeast ..	8
3	Peabody	Fifth and C streets northeast	12
3	Brent	Third and D streets southeast	8
3	Towers	Eighth and C streets southeast	8
3	Carbery	Fifth street, between D and E streets northeast	8
3	McCormick	Third street, between M and N streets southeast	4
3	.....	Seventh and G streets southeast	2
3	Lenox	Fifth street and Virginia avenue southeast	8
3	Buchanan	E street, between Thirteenth and Fourteenth streets southeast...	8
4	Jefferson	Sixth and D streets southwest	19
4	Amidon	Sixth and F streets southwest	8
4	Bradley	Thirteen-and-a-half street, between C and D streets southwest...	8
4	Smallwood	I street, between Third and Four-and-a-half streets southwest...	8
4	Potomac	Twelfth street, between Maryland avenue and E street southwest.	4
4	Greenleaf	Four-and-a-half street, between M and N streets southwest	4
5	Curtis	O street, between Thirty-second and Thirty-third streets northwest	9
5	Addison	P street, between Thirty-second and Thirty-third streets northwest	8
5	Corcoran	Twenty-eighth street, between M street and Olive avenue northwest.	8

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List of schoolhouses owned, with their respective locations, and with the number of rooms in each—Continued.

Divisions.	Names of buildings.	Location of buildings.	Number of rooms.
5	Grant.....	G street, between Twenty-first and Twenty-second streets north-west.	12
5-	Weightman.....	Twenty-third and M streets northwest.....	8
5	Jackson.....	U street, between Thirtieth and Thirty-first streets northwest...	8
5	Fillmore.....	Thirty-fifth street, between U and V streets northwest.....	8
5	High Street.....	Thirty-second and S streets northwest.....	4
5	Threlkeld.....	Thirty-sixth street and Prospect avenue northwest.....	4
6a	Monroe.....	Steuben street, between Seventh and Eighth streets extended...	8
6a	Mott, and annex.....	Sixth street extended and Trumbull street.....	10
6a	Wilson.....	Central street, between Erie and Superior streets, Meridian Hill..	8
6a	Brookland.....	Brookland, D. C.....	4
6a	Mount Pleasant.....	Mount Pleasant, D. C.....	8
6a	Tennallytown.....	Tennallytown, D. C.....	4
6a	Brightwood.....	Brightwood, D. C.....	4
6a	Grant Road.....	County.....	2
6a	Soldiers' Home.....	do.....	2
6a	Conduit Road.....	do.....	1
6a	Chain Bridge Road.....	do.....	1
6a	Brightwood (colored).....	do.....	2
6a	Fort Slocum.....	do.....	1
6a	Queens Chapel Road.....	do.....	1
6b	Van Buren, and annex.....	Anacostia, D. C.....	14
6b	Tyler.....	Eleventh street, between G and I streets southeast.....	8
6b	Cranch.....	Twelfth and G streets southeast.....	6
6b	Hillsdale.....	Nichols avenue, Hillsdale, D. C.....	6
6b	Birney.....	do.....	4
6b	Benning.....	Benning, D. C.....	4
6b	Benning Road, and annex.....	County.....	4
6b	Giesboro.....	do.....	2
6b	Anacostia Road.....	do.....	1
6b	Burrville.....	do.....	2
6b	Good Hope.....	do.....	2
6b	Garfield.....	Garfield, D. C.....	4
7	High School.....	M street, between First street and New Jersey avenue northwest.....	10
7	Sumner.....	Seventeenth and M streets northwest.....	16
7	Stevens.....	Twenty-first street, between K and L streets northwest.....	8
7	Magruder.....	M street, between Sixteenth and Seventeenth streets northwest..	8
7	Wormley.....	Prospect street, between Thirty-third and Thirty-fourth streets northwest.	8
7	Chamberlain*.....	East street, Georgetown.....	8
7	Briggs.....	Twenty-second and E streets northwest.....	8
7	Garrison.....	Twelfth street, between R and S streets northwest.....	8
7	Phillips.....	N street, between Twenty-seventh and Twenty-eighth streets northwest.	8
8a	John F. Cook.....	O street, between Fourth and Fifth streets northwest.....	11
8a	Garnet.....	U street, between Vermont avenue and Tenth street northwest..	12
8a	Banneker.....	Third street, between K and L streets northwest.....	8
8a	Jones.....	First and L streets northwest.....	8
8a	Lovejoy.....	Twelfth and D streets northeast.....	6

* Unfit for occupation.

List of schoolhouses owned, with their respective location, and with the number of rooms in each—Continued.

Divisions.	Names of Buildings.	Location of Buildings.	Number of rooms.
8a	Slater.....1.5	P street, between North Capitol and First streets northwest....	8
8a	Logan.....1.6	Third and G streets northeast.....	8
8a	Patterson.....1.7	Vermont avenue, near U street northwest.....	8
8b	Lincoln.....1.8	Second and C streets southeast.....	11
8b	Randall.....1.9	First and I streets southwest.....	12
8b	Giddings.....2.0	G street, between Third and Fourth streets southeast.....	8
8b	Anthony Bowen.....2.1	Ninth and E streets southwest.....	8
8b	Bell.....2.2	First street, between B and C streets southwest.....	8
8b	Ambush.....2.3	L street, between Sixth and Seventh streets southwest.....	8

TABLE IV.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1894.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school.....	1	25	26	0.17
High school.....	140	320	460	3.19
Eighth grade.....	234	324	558	3.87
Seventh grade.....	358	463	821	5.69
Sixth grade.....	407	554	961	6.66
Fifth grade.....	599	799	1,398	9.68
Fourth grade.....	768	958	1,726	11.96
Third grade.....	964	1,193	2,157	14.94
Second grade.....	1,169	1,455	2,624	18.18
First grade.....	1,659	2,046	3,705	25.66
Total.....	6,299	8,137	14,436	100.00
SUMMARY.				
Normal and high schools.....	141	345	486	3.36
Grammar schools.....	1,598	2,140	3,738	25.90
Primary schools.....	4,560	5,652	10,212	70.74
Total.....	6,299	8,137	14,436	100.00

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First six divisions.		Seventh and eighth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027	.....	6,573	.....	21,600	.....
1881.....	15,494	3.10	6,567	.....	22,061	2.13
1882.....	16,063	3.60	6,763	2.98	22,826	3.46
1883.....	16,524	2.80	7,070	4.53	23,594	3.36
1884.....	16,642	0.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.90	7,689	6.42	25,157	5.40
1886.....	18,720	7.10	8,191	6.52	26,911	6.97
1887.....	19,285	3.00	8,448	3.13	27,733	3.05
1888.....	19,762	2.40	8,791	4.06	28,553	2.95
1889.....	20,477	3.60	9,088	3.37	29,565	3.54
1890.....	21,077	2.90	8,299	2.21	30,366	2.70
1891.....	21,599	2.60	9,702	4.25	31,301	3.07
1892.....	22,264	3.00	9,942	2.47	32,206	2.89
1893.....	22,395	0.59	10,097	1.56	32,492	0.89
1894.....	23,483	4.85	10,141	0.43	33,624	3.48

TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since the year 1880.*

School year ending June 30—	Average enrollment.						Teachers.	
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,027	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.1	6,567	.....	22,061	2.13	461	27
1882.....	16,063	3.6	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.8	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	0.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.9	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.1	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.0	8,448	3.13	27,733	3.05	620	25
1888.....	19,762	2.4	8,791	4.06	28,553	2.95	654	34
1889.....	20,477	3.6	9,088	3.37	29,565	3.54	693	39
1890.....	21,077	2.9	9,289	2.21	30,366	2.70	745	52
1891.....	21,599	2.6	9,702	4.25	31,301	3.07	785	50
1892.....	22,264	3.0	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	0.59	10,097	1.56	32,492	0.89	895	50
1894.....	23,483	4.85	10,141	0.43	33,624	3.48	942	47

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TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600		434		\$16.95	\$366,199.51	
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,286	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	0.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36

TABLE VIII.—Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since the year 1880.

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880.....	18,378		8,061		26,439		434		\$13.85	\$366,199.51	
1881.....	19,153	4.2	8,146	1.05	27,299	3.2	461	27	13.96	381,314.19	4.12
1882.....	19,031	*0.63	8,289	1.75	27,320	0.07	485	24	14.57	398,254.54	4.44
1883.....	19,836	4.2	8,710	5.07	28,546	4.4	505	20	14.69	419,594.60	5.35
1884.....	21,221	6.9	9,167	5.24	30,388	6.4	525	20	14.31	435,032.79	3.67
1885.....	21,267	0.21	9,598	4.7	30,865	1.5	555	30	15.21	469,550.51	7.93
1886.....	22,198	4.3	10,138	5.62	32,336	4.7	595	40	14.78	477,993.67	1.79
1887.....	23,973	3.9	10,345	2.0	33,418	3.3	620	25	15.23	509,194.01	6.52
1888.....	23,810	3.1	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889.....	24,594	3.2	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890.....	25,468	3.5	11,438	2.39	36,906	3.1	745	52	17.75	655,310.08	10.17
1891.....	26,354	3.4	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892.....	27,398	4.3	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893.....	27,435	0.14	12,329	0.39	39,764	0.22	895	50	19.53	776,616.53	7.19
1894.....	28,445	3.68	12,233	* 0.78	40,678	2.29	942	47	20.30	825,992.84	6.36

*Decrease.

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TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to the year 1894, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24
1881.....	26,506.11	103,416.91
1882.....	26,472.57	253,609.73
1883.....	14,805.33	103,141.47
1884.....	8,742.50	103,563.94
1885.....	7,060.00	118,400.00
1886.....	6,919.66	61,130.04
1887.....	7,354.00	73,085.34
1888.....	10,215.44	239,115.77
1889.....	14,832.00	332,312.44
1890.....	10,000.00	240,467.39
1891.....	9,892.00	229,078.00
1892.....	9,602.00	220,344.47
1893.....	8,951.25	42,270.36
1894.....	9,825.50	66,939.60

THE FIRST SIX DIVISIONS.

The number of pupils enrolled during the year was 28,445—26,242 white and 2,203 colored. This is an increase of 1,010, or 3.68 per cent, over the number registered last year.

The average enrollment was 23,483, being 1,088, or 4.85 per cent, in excess of that of the previous year.

The number of pupils in daily attendance was 21,696, being 1,091, or 5.34 per cent, greater than that of the preceding year.

Enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1894.

Normal school	52
High schools	1,995
Total	2,047
Grammar schools:	
Eighth grade	2,078
Seventh grade	2,250
Sixth grade	2,785
Fifth grade	3,393
Total	10,506
Primary schools:	
Fourth grade	3,266
Third grade	3,365
Second grade	3,737
First grade	5,524
Total	15,892
Grand total	28,445

TABLE X.—Enrollment of pupils in the several kinds and grades of schools for school year ending June 30, 1894, compared with that for the previous year.

Grade.	Whole enrollment.			
	1893-'94.	1892-'93.	Increase.	Decrease.
Normal school	52	50	2	.....
High schools	1,995	1,792	203	.....
Total	2,047	1,842	205	.....
Grammar schools:				
Eighth grade	2,078	2,010	68	.....
Seventh grade	2,250	2,214	36	.....
Sixth grade	2,785	2,683	102	.....
Fifth grade	3,393	3,264	129	.....
Total	10,506	10,171	335	.....
Primary schools:				
Fourth grade	3,266	3,398	.....	132
Third grade	3,365	3,325	40	.....
Second grade	3,737	3,557	180	.....
First grade	5,524	5,142	382	.....
Total	15,892	15,422	602	132
Grand total	28,445	27,435	1,142	132

TABLE XI.—Showing the whole enrollment of white pupils within the city, by grades, for the school year ending June 30, 1894.

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	2	50	52	0.22
High schools	790	1,205	1,995	8.36
Eighth grade	829	1,083	1,912	8.01
Seventh grade	944	1,066	2,010	8.42
Sixth grade	1,164	1,262	2,426	10.17
Fifth grade	1,377	1,560	2,937	12.31
Fourth grade	1,368	1,367	2,735	11.46
Third grade	1,361	1,347	2,708	11.35
Second grade	1,626	1,336	2,962	12.41
First grade	2,088	2,041	4,129	17.30
Total	11,549	12,317	23,866	100.00
SUMMARY.				
Normal and high schools	792	1,255	2,047	8.58
Grammar schools	4,314	4,971	9,285	38.90
Primary schools	6,433	6,091	12,534	52.52
Total	11,539	12,317	23,866	100.00

TABLE XII.—*Showing the whole enrollment of white pupils in the first six divisions (city and county), by grades, for the school year ending June 30, 1894.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	2	50	52	0.20
High schools	790	1,205	1,995	7.60
Eighth grade	867	1,145	2,012	7.67
Seventh grade	1,020	1,145	2,165	8.25
Sixth grade	1,268	1,369	2,637	10.05
Fifth grade	1,485	1,719	3,204	12.21
Fourth grade	1,532	1,518	3,050	11.62
Third grade	1,507	1,489	2,996	11.42
Second grade	1,873	1,517	3,390	12.92
First grade	2,395	2,346	4,741	18.06
Total	12,739	13,503	26,242	100.00
SUMMARY.				
Normal and high schools	792	1,255	2,047	7.80
Grammar schools	4,640	5,378	10,018	38.18
Primary schools	7,307	6,870	14,177	54.02
Total	12,739	13,503	26,242	100.00

TABLE XIII.—*Showing the whole enrollment of pupils (white and colored) in the first six divisions (city and county) for the school year ending June 30, 1894.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	2	50	52	0.18
High schools	790	1,205	1,995	7.01
Eighth grade	887	1,191	2,078	7.30
Seventh grade	1,058	1,192	2,250	7.91
Sixth grade	1,322	1,463	2,785	9.79
Fifth grade	1,558	1,835	3,393	11.92
Fourth grade	1,644	1,622	3,266	11.48
Third grade	1,694	1,671	3,365	11.83
Second grade	2,052	1,685	3,737	13.14
First grade	2,784	2,740	5,524	19.42
Total	13,791	14,654	28,445	100.00
SUMMARY.				
Normal and high schools	792	1,255	2,047	7.19
Grammar schools	4,825	5,681	10,506	36.94
Primary schools	8,174	7,718	15,892	55.87
Total	13,791	14,654	28,445	100.00

SCHOOLS.

The number of schools below the high school was as follows:

Grammar schools, city:	
Eighth grade	40
Seventh grade	43
Sixth grade	52
Fifth grade	58
Total	193
Primary schools, city:	
Fourth grade	56
Third grade	55
Second grade	60
First grade	75
Total	246
County schools:	
White	50
Colored	45
Total	95
Grand total	534

The average number of pupils to a school (based on the whole enrollment) was as follows:

High schools (to a teacher, excluding principal)	25.5
Grammar schools, city:	
Eighth grade	47.8
Seventh grade	46.7
Sixth grade	46.6
Fifth grade	50.6
Primary schools, city:	
Fourth grade	50.6
Third grade	51.1
Second grade	51.1
First grade	58.2
County schools:	
White	48.5
Colored	50.1

TEACHERS.

Six hundred and seventy teachers were employed, as follows:

Supervising principals	10
Normal schools	7
High schools	79
	96
Grammar schools, city:	
Eighth grade	40
Seventh grade	43
Sixth grade	52
Fifth grade	58
	193
Primary schools, city:	
Fourth grade	54
Third grade	53

Primary schools, city—Continued.

Second grade	58	
First grade	71	
		— 236
County schools:		
White	49	
Colored	44	
		— 93
Teachers of music	5	
Teachers of drawing	7	
Teachers of manual training	14	
Teachers of cooking	10	
Teachers of sewing	11	
Teachers of physical culture	5	
		— 52
Total		670

The cost of the schools for supervision and teaching was as follows:

Supervision:

Superintendent	\$3,300.00	
Clerk	1,200.00	
Messenger	300.00	
Eight supervising principals, \$2,000 each	16,000.00	
One supervising principal (primary grades)	1,500.00	
One assistant supervising principal (primary grades)	750.00	
		\$23,050.00
Cost per pupil, estimated on average enrollment (23,483)		.98

Normal school:

Principal	1,500.00	
Two teachers	2,000.00	
Two teachers	1,600.00	
Two teachers	970.00	
		* 6,070.00
Cost per pupil, estimated on average enrollment (50)		23.16

High schools:

Principal	2,500.00	
Seventy-eight teachers	68,351.61	
		70,851.61
Cost per pupil, estimated on average enrollment (1,794)		39.49

Grammar schools, city (40 eighth, 43 seventh, 52 sixth, 58 fifth grade schools)	157,888.91	
Cost per pupil, estimated on average enrollment (8,051)		19.61

Primary schools, city (56 fourth, 55 third, 60 second, 75 first grade schools)	† 120,830.24	
Cost per pupil, estimated on average enrollment (10,204)		11.84

County schools:

White schools (49)	30,982.47	
Colored schools (44)	26,043.94	
Cost per pupil, estimated on average enrollment:		
White (1,759)		17.61
Colored (1,625)		16.02

Special teachers (5 music teachers, 7 drawing teachers, 5 teachers of physical culture)	12,855.65	
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* This includes the cost of teaching ten practice schools, \$4,911.80.

† To be increased by the cost of teaching 10 practice schools, \$4,911.80.

Cost per pupil, estimated on average enrollment (23,483)	\$0.55
Teachers of manual training schools (of carpentry, 13; of metal working, 1; of cookery, 10; of sewing 11)	23,672.50
Cost per pupil, estimated on average enrollment (23,483)	1.00
Total cost per pupil, based on average enrollment (23,483)	20.11

TABLE XIV.—Buildings and rooms occupied (owned and rented) in the first six division at the close of the school year ending June 30, 1894 (excluding the high schools).

	Divisions.								Total.
	First.	Second A.	Second B.	Third.	Fourth.	Fifth.	Sixth A.	Sixth B.	
Buildings owned	8	6	9	a 9	6	9	14	13	74
Buildings rented		b 2		c 1			1		4
Total	8	8	9	10	6	9	15	13	78
Rooms owned	e 74	f 61	d 71	g 70	f 50	60	f 53	f 56	495
Rooms rented		h 15	2	i 4	j 2	d 1	1	1	24
Total	74	76	73	74	52	61	54	57	519

a One occupied by manual training and by sewing school.

b One occupied by cooking schools and one by manual-training schools.

c Occupied by cooking school and by manual-training school.

d Occupied by manual-training school.

e One occupied by manual training and one by cooking school.

f One occupied by cooking school.

g One occupied by cooking, one by sewing, and one by manual training school.

h Four occupied by cooking schools and eleven by manual-training schools.

i Two unoccupied, one occupied by cooking, and one by manual-training school.

j Occupied by sewing (cutting) school.

NIGHT SCHOOLS.

The following table shows the facts of enrollment and attendance:

Table showing facts relating to night schools.

Schools.	Cost of teachers.	Whole number of persons enrolled during the year.	Average attendance per night.	Percentage of attendance.	Number of sessions.	Number of teachers.
WHITE.						
High school	\$746.50	390	79	79.0	57	7
Franklin school	454.50	231	63	87.8	57	4
Henry school	456.00	210	44	83.5	57	4
Wallach school	456.00	211	57	70.9	57	4
Jefferson school	456.00	258	62	77.8	57	4
Curtis school	171.00	66	20	78.3	57	1
Total	2,740.00	1,366	325	79.1		24
School of cookery, Wallach school	136.75	37	10	93.4	56	1
Total	2,876.75	1,403	335	79.5		25
COLORED.						
Mott	342.00	130	90	95.5	57	3
Hillsdale	256.50	71	34	82.5	57	2
Total	598.50	201	124	91.6		5
Grand total	3,475.25	1,604	459	82.4		30

FREE TEXT-BOOKS.

I present herewith a statement showing in detail the expenditure of the appropriation made for free text-books and supplies. There were purchased—

Books.	Quantity.	Cost.
Algebras, Wentworth.....	2,460	\$2,199.65
Arithmetics:		
Elementary.....	276	86.02
Intellectual.....	1,584	333.96
National.....	120	66.40
Cook & Cropsey.....	5,496	3,274.70
Books:		
Copy.....	21,096	1,704.12
Drawing.....	10,312	751.95
Civil Government:		
Fiske.....	1,236	945.54
Thorpe.....	1,242	947.03
Child's Health Primer.....	420	98.70
Cosmic Wheel Riddles.....	1,000	150.00
Dictionaries.....	2,700	2,565.00
Essentials of Health.....	2,544	1,770.20
Evangeline.....	240	25.40
Geography:		
Introductory.....	516	223.60
Grammar School.....	3,060	3,020.40
Geology, Shaler.....	2,520	1,260.00
Government and Administration, Willoughby.....	2,472	1,112.40
History:		
Barnes.....	60	47.50
Eggleston.....	60	49.50
Johnston.....	1,464	1,237.08
Montgomery.....	1,524	1,216.66
Ridpath.....	72	44.94
Hygiene for Young People.....	396	155.10
Legend of Sleepy Hollow.....	2,590	42.83
Miles Standish.....	240	25.40
Music Readers:		
Second.....	3,402	1,018.17
Third.....	2,580	1,258.75
Music Pamphlets.....	1,200	72.00
Readers:		
Primer and First.....	2,652	459.51
Second.....	1,704	498.28
Third.....	720	286.84
Fourth.....	396	194.27
Intermediate.....	156	66.17
Fifth.....	2,604	2,150.95
Arithmetic.....	900	150.00
Snow Bound.....	2,460	260.35
Story of our Continent, Shaler.....	2,860	1,716.00
Washington and His Country.....	120	72.00
Word Analysis.....	2,460	553.50
Word and Sentence Book.....	3,310	637.17
Writing cards.....	540	41.85

Supplies.	Quantity.	Cost.
Chalk, crayon, gross.....	3,000	\$165.00
Clay, barrels.....	178	356.00
Compasses.....	5,772	606.06
Colored paper.....		389.63
Colors.....		113.17
Drawing tablets:		
Large.....	9,104	354.14
Small.....	25,000	675.00
Glue, pints.....	300	90.00
Ink, quarts.....	144	21.60
Models.....		100.50
Mucilage, quarts.....	480	225.60
Paper:		
Composition, No. 1, packages.....	9,490	901.55
Composition, No. 2, packages.....	12,257	1,164.41
Drawing, reams.....	432	319.68
Examination, reams.....	1,666	2,165.80
Modeling, reams.....	20.7	190.23
Practice, packages.....	11,091	970.46
Pencils:		
Lead, gross.....	1,013	1,306.77
Slate, boxes.....	1,250	100.00
Penholders, dozen.....	1,200	63.00
Pens, gross.....	3,500	1,120.00
Pointers, blackboard, dozen.....	240	24.00
Rubbers:		
Blackboard, dozen.....	256	102.40
Diamond, pounds.....	130	96.20
Rulers:		
Brass edge, dozen.....	1,075	360.13
Plain edge, dozen.....	825	144.38
Slates, dozen.....	552	375.36
Squares, dozen.....	436	219.74
Additional expenses:		
Salary of custodian.....		871.10
Extra help.....		66.00
Blank books.....		21.00
Hauling.....		503.75
Miscellaneous printing.....		29.57
Sundries (freight, expressage, etc.).....		9.16
Unexpended balance at the close of the year.....		679.72
Total.....		48,000.00

The number of pupils enrolled in the eight grades that were supplied with free books was 38,145, making the cost per pupil, for all supplies, \$1.24, and the cost for books alone, per pupil, 79 cents.

The cost for all books and supplies was distributed as follows:

Grade.	Num- ber of pupils.	Total cost.	Average cost per pupil.
First.....	8,446	\$3,175.17	\$0.375
Second.....	6,014	2,738.26	.455
Third.....	5,153	2,651.40	.514
Fourth.....	4,776	2,460.98	.515
Fifth.....	4,602	3,037.87	.660
Sixth.....	3,598	2,922.79	.815
Seventh.....	2,986	15,738.94	5.271
Eighth.....	2,570	14,594.87	5.678
Total.....	38,145	47,824.08	1.240

The cost for supplies and miscellaneous expenses was as follows:

Grade.	Num- ber of pupils.	Total cost.	Average cost per pupil.
First.....	8,446	\$2,674.81	\$0.316
Second.....	6,014	2,239.98	.372
Third.....	5,153	2,143.84	.416
Fourth.....	4,776	1,971.71	.413
Fifth.....	4,602	2,691.37	.585
Sixth.....	3,598	2,154.05	.599
Seventh.....	2,986	1,630.04	.546
Eighth.....	2,570	1,451.17	.564
Total.....	38,145	16,959.77	.444

The cost for books was distributed as follows:

Grade.	Num- ber of pupils.	Total cost.	Average cost per pupil.
First.....	8,446	\$501.36	\$0.059
Second.....	6,014	498.28	.082
Third.....	5,153	507.56	.098
Fourth.....	4,776	489.27	.102
Fifth.....	4,602	346.50	.075
Sixth.....	3,598	768.74	.216
Seventh.....	2,986	14,108.90	4.725
Eighth.....	2,570	13,143.70	5.114
Total.....	38,145	30,364.31	.796

Table showing the cost of all books and supplies, including miscellaneous expenses, by grades, for each year.

FIRST GRADE.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
1892.....	8,005	\$5,748.43	\$0.718
1893.....	8,076	2,163.90	.268
1894.....	8,446	3,175.17	.375

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Table showing the cost of all books and supplies, etc.—Continued.

SECOND GRADE.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
1892	5,814	\$3,385.01	\$0.582
1893	5,904	1,883.16	.318
1894	6,014	2,738.26	.455

THIRD GRADE.

1892	5,390	\$6,480.37	\$1.202
1893	5,223	2,555.83	.489
1894	5,153	2,651.40	.514

FOURTH GRADE.

1892	4,877	\$9,165.19	\$1.879
1893	5,011	2,549.24	.508
1894	4,776	2,400.98	.515

FIFTH GRADE.

1893	4,357	\$9,835.50	\$2.257
1894	4,602	3,037.87	.600

SIXTH GRADE.

1893	3,548	\$15,407.45	\$4.342
1894	3,598	2,922.79	.815

SEVENTH GRADE.

1894	2,986	\$15,738.94	\$5.271
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EIGHTH GRADE.

1894	2,570	\$14,594.87	\$5.678
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Tables showing the cost of books, by grades, for each year.

FIRST GRADE.

1892	8,005	\$3,954.95	\$0.494
1893	8,076	134.84	.017
1894	8,446	501.36	.059

SECOND GRADE.

1892	5,814	\$1,793.70	\$0.308
1893	5,904	48.65	.008
1894	6,014	498.28	.082

THIRD GRADE.

1892	5,390	\$4,209.92	\$0.781
1893	5,223	207.24	.040
1894	5,153	507.56	.098

FOURTH GRADE.

1892	4,877	\$7,670.16	\$1.573
1893	5,011	249.87	.049
1894	4,776	489.27	.102

Table showing the cost of books, by grades, for each year—Continued.

FIFTH GRADE.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
1893	4,657	\$6,684.67	\$1.533
1894	4,602	346.50	.075

SIXTH GRADE.

1893	3,548	\$12,796.60	\$3.606
1894	3,598	768.74	.216

SEVENTH GRADE.

1894	2,986	\$14,108.90	\$4.725
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EIGHTH GRADE.

1894	2,570	\$13,143.70	\$5.114
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Tables showing cost of supplies and of miscellaneous expenses, by grades, for each year.

FIRST GRADE.

1892	8,005	\$1,793.00	\$0.224
1893	8,076	2,029.06	.251
1894	8,446	2,674.81	.316

SECOND GRADE.

1892	5,814	\$1,591.31	\$0.274
1893	5,904	1,834.51	.310
1894	6,014	2,239.98	.372

THIRD GRADE.

1892	5,390	\$2,270.45	\$0.421
1893	5,223	2,348.59	.449
1894	5,153	2,143.84	.416

FOURTH GRADE.

1892	4,877	\$1,495.03	\$0.306
1893	5,011	2,299.37	.459
1894	4,776	1,971.71	.413

FIFTH GRADE.

1893	4,357	\$3,150.83	\$0.724
1894	4,602	2,691.37	.585

SIXTH GRADE.

1893	3,548	\$2,610.85	\$0.726
1894	3,598	2,154.05	.599

SEVENTH GRADE.

1894	2,986	\$1,630.04	\$0.546
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EIGHTH GRADE.

1894	2,570	\$1,451.17	\$0.564
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It will be seen that a large portion of the appropriation is used for materials that perish by first use, paper, ink, etc.. This portion of the expenditure is made larger by the fact of much independent work on the part of the child. Didactic teaching has been almost eliminated from our processes on the part of the teacher, and memoriter work on the part of the child. The pupil being expected and trained to help himself, must have materials upon which, and tools with which, to work.

The small per capita cost of books that do not perish by first using is noticeable, and is an evidence of good management and conscientious discharge of responsibility on the part of our teachers and a gratifying care on the part of the pupils. The per capita cost was less than it will be in the future, though I believe it will never be a very great deal more than it is shown to be in this report. The per capita cost of books in the seventh and eighth grades appears to be large. This is because the cost last year was for first introduction of free books in these grades. As these books will wear out gradually, the annual per capita cost in these grades will be but a small fraction of that shown above for the past year, although it will undoubtedly be much larger than the annual per capita cost for the grades below.

The estimated cost for free text-books for the school year ending June 30, 1896, is \$5,000 larger than that already appropriated for the year ending June 30, 1895. This additional amount is made necessary because there will be considerable increase of loss occasioned by wear and tear incident to three years' use of books in the fifth and sixth grades and of two years' use in the seventh and eighth grades. In addition to this, provision must be made for the growth of the schools.

It must be seen that to the community at large the cost of text-books when furnished by the authorities and cared for by the administrators of schools is very much less than when pupils buy their own books to be cared for mainly at home.

It has been our custom to destroy books in use by pupils in families where contagious diseases have been developed while children from such families have attended school. The loss of books thus occasioned has been relatively inconsiderable, however, whereas it is believed that the spread of contagion has been to a large degree prevented. In this matter the school authorities have acted in most cases on the advice of the health department of the District.

Every consideration of economy, whether relating to the conduct and management of schools by the instructors, or to the convenience, welfare, and advancement of the children, warrants the belief that the furnishing of books and supplies is wise and the continuance of the same advisable.

ATTENDANCE AND ACCOMMODATIONS.

Two important topics must ever be uppermost in the mind of the superintendent of schools. So important are these topics that they take precedence of all others when presenting the condition of schools

to those in authority. These topics are, first, the quality of the teaching; second, accommodations for the pupils.

The value and efficiency of the schools must always depend upon the first, viz, the quality of the teaching; but the accommodations afforded the pupils so influence the work of teaching in numerous ways that the discussion of the one involves a careful consideration of the other. The best teaching can not be done under unfavorable circumstances; good, efficient teaching is impossible in crowded, ill-ventilated, unhealthful apartments. Not only in consideration of the health of the child, but in consideration as well of the possibility of good, or even fair, teaching, the school must be housed in a commodious, well-arranged, healthful room, and provided with seats that can serve the best physical interests of the child.

The best results, even good results, can not be secured when classes are so large that the individual child is either wholly or largely lost sight of by the teacher. The school should be so small that the physical and mental needs of every child belonging to it may be thoroughly known by the teacher and his daily intellectual growth estimated and appreciated. This is impossible in a large school. Good teaching involves the expenditure of the teacher's life energy, and that too at a very rapid rate. This expenditure is hastened in the case of the conscientious teacher by unfavorable circumstances more than is usually thought, for the faithful, honest teacher realizes the great waste of the time and energy of the pupil occasioned by ill conditions of appointment, or by curtailment of tuition, occasioned by overcrowded schools, and thus suffers more by fretting and anxiety than one ever suffers from legitimate, well-timed, and properly apportioned hard work. Did a teacher not care for the progress of the pupil for the pupil's sake alone the case would be very different. So at the beginning of the few remarks that I shall make in presenting this annual report, I beg to call your attention to the imperative demand for effort on your part and that of the honorable Commissioners for more and better accommodations.

The statistics setting forth the attendance of the schools the past year show continued and increasing relative growth. It seems that hard times have served to increase the schools rather than to deplete them. Whether this is because more people have been driven to the city, or because more children being thrown out of employment have sought occupation by going to school, need not here be considered. The truth remains that the schools grew in size at their usual if not at an increased rate.

If the growth of the schools could be restricted to prescribed localities, the increased accommodations given us would to a large degree prevent us from getting into a worse condition year by year, but even then we should not get relief for the localities whose school accommo-

dations are of a poor character, and for which we have year by year asked for better and more healthful appointments. The school territory of the District embraces more than 64 square miles. A large portion of this territory is suburban and is growing rapidly, so that in one year frequently there is developed in each of almost a dozen places urgent need for more school room, and unless this want is supplied within one or two years the lack of accommodations in many places becomes a hardship to the people residing there. In all the outlying parts of the city proper, except Georgetown only, beginning on the Potomac River and passing around to the Eastern Branch, and in all the suburban settlements from the Potomac, near the Conduit road, around to Giesboro Point, excepting Mount Pleasant, the neighborhood of the old Schuetzen Park, and the village of Anacostia, there are most urgent demands for more school room.

The growth of the schools, as already intimated, is in so many localities that the erection of one or two buildings gives but small relief. The building provided for the southeast the coming year will be filled as soon as done, and because of the rapid growth of that section of the city will but partially relieve the Wallach, Towers, Cranch, and Tyler schools. It will be necessary to continue double schools in many of the rooms of these buildings and also to place double schools in the new building when it is occupied.

We have now to extend the half-day system to make it include 32 third-grade schools and 8 fourth-grade schools. Before new buildings hereafter to be provided can be made available these numbers will be greatly enlarged. I must still insist and call your attention to the fact that a half-day school for any scholar above the kindergarten grade is not advisable and not profitable, and for a pupil above the first or second grade is well nigh a farce. To give a lad 12 years of age opportunity to attend school three and a half hours a day, knowing well that he will spend the rest of his time on the street, is robbery of the boy's time and a danger to society. If the boy could be profitably employed in some educating as well as remunerative industry, the case would be very different.

As was indicated last year in the annual report, our schools are being driven into basements and rented buildings. The basement rooms are unfit for school purposes, never being intended for such, having no means of ventilation, no proper means of heating, and having no wardrobes or other conveniences. Yet in some of these basement rooms it has been found necessary to place two schools, one in the forenoon, the other in the afternoon. The rented rooms are without exception unfit for school purposes, being without ventilation other than open windows and open doors, which are always harmful and fraught with danger, and are without adequate and in some cases even without respectable closet accommodations.

TEACHING.

As said before, the value of the school depends on the efficiency of the teacher. With this thought ever in mind the effort of the supervising corps has been this year more than ever before perhaps directed to improving the instruction. It has been our custom each year, while not allowing effort in any branch to lapse, to give special energy to the improvement of the work in certain selected studies. In the last year such special energy was given to language, including technical grammar, to geography, and to arithmetic. The results at the close of the year, according to the reports of the supervisors, and as tested by exceptional personal examination on my part, were in a high degree satisfactory.

It ought to be stated here, in the interest of our estimates for school-houses and teachers, that a special and untiring effort was made during the year to secure in our teaching throughout the entire schools a better knowledge of the needs and possibilities of the individual pupil. The supervising corps, including the principals of the high schools, have, without exception, used every reasonable energy to have the teaching of classes as entireties abandoned, and work with individual pupils, each according to his own peculiar needs, substituted in its place. The effort was, according to the almost universal testimony of directors and teachers, successful in a marked degree, resulting in the degrading of a smaller number of pupils than has been customary, and in the consequent promotion of a larger number who were competent to sustain themselves after promotion. When the teacher shall cease to teach classes as entireties, and will give direction to competent pupils who need only intelligent guidance, and who are better off with a littlerather than with much teaching if properly directed in their own efforts, and will give their time and energy to the development of inclination and power to learn on the part of the less fortunate and less ambitious of their pupils, schools will do more for the elevation of society than they have done in the past. By such teaching the fortunate and ambitious child gains rather than loses, for under intelligent guidance he develops himself by the most rapid and efficient means, while something worth doing and of positive value is done with the poorest, most unfortunate, and least ambitious in the school.

Brilliant class work may not be seen, possibly, by the visitor of our schools, but painstaking, scientific, conscientious, efficient teaching may be seen in many or in most of them by him who knows what to look for and what he has found when he sees it. In this connection it is due that I should state that the supervising corps, the principals of the high schools, and the teachers en masse have with one accord sought to bring about a condition of schools that insures to every attendant thereon that care, personal attention, and intelligently adjusted help which he at the time needs. So marked has been the growth of this condition in the Washington schools within a couple of years that it has become their distinguishing characteristic. I present to your honorable body this growth of individual teaching as the most

assuring indication of the increasing value of the school work under your management. It is fair to state that the growth of this characteristic is less apparent in the high schools than in the grades below, but its growth in these schools during the past year has been noticeable to a marked degree. The efficient principal of these schools, Dr. F. R. Lane, has worked unremittingly with me to accomplish this most desirable kind of teaching. I do not believe that I can devote my energies to a more worthy purpose than to the growth of a conscientious realization of responsibility on the part of every teacher for the welfare of every pupil who presents himself for instruction, to the end that when called upon by the supervisor or parent the teacher will be able to give a reasonable and intelligent account of the child's work in the school, with a reason for the same in detail. All assertions to the contrary notwithstanding, the public schools exist for the individual child in contradistinction to the mass, and they will never do their legitimate work and discharge their full responsibility until each teacher fully realizes this fact and gives practical reality to it in the person of every child that comes under his instruction.

For the accomplishment of the work set forth in the foregoing the authorities must do much to help improve the character of the teaching. Upon each teacher's desk should be found a small pedagogical library, large enough to aid in a broader view of everything required in that grade and a better understanding of how to teach it. This will require the expenditure of much money. Such libraries exist to-day on the desks of the teachers of all grades of the schools. Some of these are respectable in size and breadth of subjects considered, but others are too small and inadequate. All have grown a little each year for a number of years.

Each schoolroom must be provided with appliances for presenting the first steps of every subject whose first steps are taken in that room, no matter how diversified the subjects may be. This requires numerous things for observation and study and many contrivances for processes, involving the expenditure of much money. In addition to the means of presenting first ideas for the establishment of apperceiving nuclei, there must be in addition to the ordinary text book in the hands of the child a variety of graded reading matter by accredited authority for the use of the more fortunate children of the school that are not in need of the services of the teacher as a trainer or developer, but that need only wise direction from him. The child can not help himself without means of helping. He can not cultivate himself without appliances, or feed himself without supplies. These are his environments and his sources of supply, in the control of which, and the proper use of which, the teacher need use only directing energy for many pupils. This, too, involves the expenditure of money, and in its selection the exercise of skill and broad intelligence. For the realization of the conditions named in this paragraph much effort has been made and considerable money expended.

These remarks will explain to your honorable body and to the honorable Commissioners the reasons for many requisitions issuing from this office, some of which have been questioned. The schools, as a whole, have received large acquisitions in both directions named above, though from the standpoint of the individual teachers the amount of help given may seem to be small and inadequate in some cases. It has been my effort to make the amount as large as the appropriations from year to year would warrant.

Another important help which the Board in its wisdom may foster and improve is the central pedagogical library, which has already assumed encouraging and perhaps respectable proportions. This library must be fostered until it contains all the assistance that a corps of teachers of a great city needs, both in books that are thoroughly modern, properly accredited, and diversified in subjects treated, covering the entire field of elementary and secondary education, and also such appliances and instruments as will aid in a full understanding of the subjects taught and considered, but which are too expensive to be placed in each school-room, and which may, perhaps, be called a pedagogical museum attachment of the library.

Concerning the work in detail in the high schools, I ask your attention to the elaborate and careful report of Dr. Lane, and for a more specific view of the attendance in the different divisions and of the work in grades below the high schools, I ask your attention to the report of the supervising principals, furnished by Mr. N. P. Gage.

QUALIFICATIONS OF TEACHERS.

It will be of interest to you, as well as to many other persons, to have a general view of the preparation for their work made by teachers employed in our schools. In the first six divisions 670 were employed, 626 white and 44 colored, whose preparation for their work is shown in the following table:

Graduates of Washington Normal Training School.....	386
Graduates of other normal schools.....	42
Graduates of colleges.....	72
Graduates of colleges and normal schools.....	0
Graduates of neither college nor normal school.....	170
Total.....	670

In the seventh and eighth divisions the number of teachers employed was 272, whose preparation for their work was as follows:

Graduates of Washington Normal Training School.....	178
Graduates of other normal schools.....	16
Graduates of colleges.....	16
Graduates of colleges and normal schools.....	2
Graduates of neither college nor normal school.....	60
Total.....	272

The preparation of the teachers of the District is therefore shown in the following table:

Graduates of the Washington Normal Training Schools	564
Graduates of other normal schools.....	58
Graduates of colleges	88
Graduates of colleges and normal schools	2
Graduates of neither college nor normal schools.....	230
Total	942

The number of graduates from normal schools and colleges is made relatively smaller by the fact that most of the special teachers are not graduates of such schools, but in every instance such teachers have been specially trained, and, although not appearing as such in the above tables, should be considered as teachers especially equipped for their work.

I believe it is time for the board of trustees to consider the propriety of extending the normal training course to two years. Every consideration of interest to the children demands a thorough preparation on the part of those who teach them. The extension of the high school course, and the provision that none but graduates of the full course shall be allowed to take the normal training course, is wise and insures better preparation for the future of those who enter the ranks of teaching from this source. I believe, however, the additional year's training will add to the efficiency of the teacher more than 25 per cent, which would be of important value to the schools. The expense of giving this additional year's training need not be great. The number of additional schools taught by the pupils in second-year training would save an amount of money nearly sufficient to furnish the additional professional teaching required.

MANUAL TRAINING.

The manual training departments of the school were prosperous last year. The work of these departments has been extended from year to year, until now every child within the District limits is provided with tuition in manual training branches belonging to his grade of school, excepting only those pupils attending outlying schools which can not without the expenditure of too much time, and therefore at too great a cost to the District, be reached by the teachers of these branches. The number of such pupils is now, however, very small, owing to the fact that means of convenient transit have developed in nearly every part of the District within a few years.

These branches of education continue to be held in high repute by the parents whose children are taught, while the supervisors, who have given much time and careful thought to the consideration of their value as educational factors, as well as to the consideration of their relation to the other parts of the school curriculum, are unanimous in pronouncing all of them valuable acquisitions to our means and processes of education.

This high opinion of the value of these manual exercises in our schools

is held by the majority, if not all, of the teachers. The interruptions occasioned by the division of schools when classes are sent to the shops or to the kitchens offer opportunity to the teacher to get closer to the minds of the pupils that remain, and to understand their needs better, and to provide for them more intelligently. This interruption at first was a source of annoyance and the occasion possibly of some loss of time, and was, therefore, objected to by some conscientious and painstaking teachers. But these are not now considered interruptions, but are welcomed as opportunities for doing a work much needed, a work which can be done best when the distracting influences of large numbers are few or altogether absent. The pupil now takes readily to the custom of leaving his schoolroom for an hour or two once or twice a week to engage in other profitable and educating pursuits, and, because the change requires the exercise of other faculties and occasions a variation of processes, he has grown to relish the work and to profit by it.

We have so related the manual training branches of work to the others of the school curriculum, and this articulation or complementary adjustment of school exercises has become so thoroughly understood by the teachers and pupils, that not only is economy of work a result, but in many cases certain parts of many subjects are now taught much more efficiently than ever before. The drawing and everything that pertains to it is now either a necessary introduction to, or an accompanying part of or a rational outcome of, much of the other manual work and at the same time lays a necessary foundation upon which to build, or establishes the necessary primary concepts out of which only true art can be built or developed. The cooking gives opportunity for the exercise of thoughtful work in several branches of English composition and is used largely for that purpose. Besides this, the children's knowledge of elementary chemistry, elementary physics, and the application of hygiene is increased and made practical. The child finds that when he is at work in the shop he is demonstrating the truth of what he has learned by experiment or from the text-books in the regular schoolroom under another subject nominally and under the direction of another teacher. The arithmetic learned under the tuition of the regular teacher is applied and enlarged, taking on new meanings and greater significance by the boys in the carpenter shop and by the girls in the cutting and fitting shops.

The boy's knowledge of nature is enlarged and enriched by learning of the nature of wood, or iron, or other metal, the place of its growth and the uses to which it is put. The girl's knowledge of nature is correspondingly increased by the study of food products, their sources and their multifarious values, in the cooking school, and by a consideration of the sources and values of the materials which she cuts into form in the cutting and fitting school. These children might study from the one source in the one kind of school and from another source in another kind of school without economy and without making the two schools complementary or mutually helpful and broadening. I am calling your

attention to the condition of our schools and the quality of our teaching, about which it is my duty to inform you, to say that this is not the case. The regular and the technical teacher work in harmony alike for the accomplishment of the broader growth of the child, each one supplementing or complementing rather than repeating, under another name or for another purpose, the work of another teacher. It has taken years of labor to accomplish this integration of work or this complementary effort of all who take part in the development of the child. But I need not remind you that this is to a large degree the legitimate and mandatory office or duty of the superintendent and his assistants. That the work has been fully accomplished is not assumed, but I am glad to be able to state that it has reached a high degree of efficiency and that it is improving year by year, and, what is as gratifying, I may also state that the efforts of the supervising corps to accomplish this are seconded in a most commendable degree by the teachers of the schools.

The effect of the manual training connected with the art work and with the primary reading and language work in the lower grades is very evident since it has been in operation long enough for its results to be tested, when the pupils in the higher grades are set to do more intricate work, work requiring care and skill. The effect of this training is observable in the work of the boys when they first go to the carpenter shop, and its growth is also observable when they go from the carpenter shop to the manual training shops, and the chemical, physical, and biological laboratories of the high schools. They learn to do well now in one year or in a given time what pupils could do but indifferently in double the time a few years since. The economy in the expenditure of effort, also, on the part of the child no less than on the part of the teacher, compared with what it was a few years ago to accomplish corresponding results, is noticeable.

The manual training shop connected with the high school is now a well-equipped institution of the kind. The tools and other appliances are of the best make and quality, and are sufficient in variety to make the shop a thoroughly equipped institution for the teaching of this branch. This department of the high school, as may be seen by reference to the reports, of Principal Lane and the director, Mr. J. A. Chamberlain, has now become a dignified and efficient branch of education, coordinate with the other departments of the high schools. Time, careful study, close observation, as well as the testimony of pupils graduating therefrom and also that of their parents or guardians, of which we have had no small amount, clearly prove the value and efficiency of this institution.

Many of the details of the work in manual training branches are set forth elsewhere in this report by myself as well as by the director of manual training, Mr. J. A. Chamberlain; the directress of drawing, Mrs. S. E. W. Fuller; the directress of sewing, Mrs. M. W. Cate, and by Dr. Lane in his report of the high schools.

COOKING LABORATORIES.

Miss E. S. Jacobs, directress of cooking, reports the details respecting the schools in that branch of work as follows:

Force school, Massachusetts avenue between Seventeenth and Eighteenth streets northwest:

Received pupils from Force, Adams, Grant, and Weightman schools.	
Seventh-grade classes	7
Eighth-grade classes	7
Number of pupils taught	223
Amount of bill for supplies	\$85.92
(Miss Walker, of Seaton school, taught three of the eighth-grade classes.)	
Teacher, Miss E. S. Jacobs.	

609 O street northwest:

Received pupils from the Henry, Polk, and Morse schools.	
Seventh-grade classes	8
Eighth-grade classes	6
Number of pupils taught	176
Amount of bill for supplies	\$75.52
Teacher, Miss Madge Keogh.	

Thompson school, Twelfth between K and L streets northwest:

Received pupils from the Franklin, Berret, Phelps, and Dennison schools.	
Seventh-grade classes	7
Eighth-grade classes	6
Number of pupils taught	223
Amount of bill for supplies	\$84.39
Teacher, Mrs. A. C. Pollok.	

Seaton school, I between Second and Third streets northwest:

School No. 1. Received pupils from the Seaton, Taylor, Webster, Gales, Twining, Blair, and Madison schools.	
Seventh-grade classes	10
Eighth-grade classes	5
Number of pupils taught	268
Amount of bill for supplies	\$81.73
Teacher, Miss A. G. Horton.	
School No. 2. Received pupils from the Gales, Blake, Taylor, Blair, Arthur, and Twining schools.	
Seventh-grade classes	4
Eighth-grade classes	7
Number of pupils taught	203
Amount of bill for supplies	\$77.44
Teacher, Miss Eva Walker.	

Peabody Annex school, Sixth between B and C streets northeast:

Received pupils from the Peabody, Carbery, Towers, and Maury schools.	
Seventh-grade classes	10
Eighth-grade classes	4
Number of pupils taught	197
Amount of bill for supplies	\$83.00
Teacher, Miss M. J. Merillat.	

Wallach school, Seventh and Pennsylvania avenue southeast:

Received pupils from the Wallach, Towers, Lenox, Brent, and Tyler schools.	
Seventh-grade classes	9
Eighth-grade classes	6
Number of pupils taught	242
Amount of bills for supplies	\$94.24
Teacher, Miss M. A. Douglas.	

COOKING.

Jefferson school, Sixth and D streets southwest:

Received pupils from the Jefferson, Bradley, and Smallwood schools.

Seventh-grade classes.....	7
Eighth-grade classes.....	6
Number of pupils taught.....	185
Amount of bill for supplies	\$86.07

Teacher, Miss M. E. Davis.

Addison school, P between Thirty-second and Thirty-third streets northwest:
Received pupils from the Addison, Jackson, Fillmore, Grant, and Curtis schools.

Advanced classes	2
Seventh-grade classes	7
Eighth-grade classes	5
Number of pupils taught.....	190
Amount of bill for supplies.....	\$80.96

Teacher, Miss Fannie AtLee.

County schools:

Received pupils from the Bennings, Bennings Road, Van Buren (and annex), Hillsdale, Mott, Monroe, Mount Pleasant, and Brightwood schools.

Advanced classes.....	2
Seventh-grade classes	5
Eighth-grade classes	6
Number of pupils taught.....	203
Amount of bill for supplies	\$94.02

Teacher, Miss A. C. Jacobs.

SEWING.

Mrs. M. W. Cate, directress of sewing, makes the following report:

PLAIN SEWING.

Miss M. C. Henry taught in the Grant, Weightman, Force, Berret, Dennison, Harrison, and Seaton schools.

Number of pupils taught.....	839
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Mrs. S. M. Davidson taught in the Blair, Madison, Taylor, Peabody, Maury, and Bennings (white and colored) schools.

Number of pupils taught.....	610
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Mrs. A. L. Norris taught in the Jefferson, Amidon, Greenleaf, and Smallwood schools.

Number of pupils taught.....	345
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Miss Isabelle Solomons taught in the Polk and Henry schools.

Number of pupils taught.....	237
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Miss E. R. Thornton taught in the Blake, Brookland, Wallach, and Towers schools.

Number of pupils taught.....	304
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Mrs. C. L. Stanton taught in the Jackson, Fillmore, Tennallytown, Threlkeld, Addison, Corcoran, Bradley, and Potomac schools.

Number of pupils taught.....	635
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Miss Kate Graham taught in the Tyler, Cranch, Esputa Hall, Van Buren, Hillsdale, Birney, Lenox, McCormick, Brent, and Amidon schools.

Number of pupils taught.....	677
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Miss A. M. Wells taught in the Arthur, Carbery, Phelps, Mount Pleasant, Wilson, Monroe, and Soldiers' Home schools.

Number of pupils taught.....	523
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Miss M. R. Smith taught in the Morse, Twining, Gales, Franklin, Mott, and Brightwood (white and colored) schools.	
Number of pupils taught.....	728
Mrs. E. M. Colhoun taught in the Adams, Force, Pierce, Hamilton, Webster, Good Hope, Garfield, Madison, and Grant Road schools.	
Number of pupils taught.....	717

CUTTING AND FITTING SCHOOLS.

Southeast School, Seventh and G streets southeast. Teachers, Miss E. R. Thornton and Mrs. M. W. Cate. Pupils received from the Wallach, Towers, Brent, Lenox, and Tyler schools.	
Number of pupils taught.....	169
Southwest School, 494 Maryland avenue southwest. Teacher, Mrs. A. L. Norris. Pupils received from the Jefferson and Amidon schools.	
Number of pupils taught.....	143
Northwest School, 609 O street northwest. Teacher, Miss Isabelle Solomons. Pupils received from the Polk, Henry, Morse, Twining, and Seaton schools.	
Number of pupils taught.....	194

SUMMARY.

Number of pupils taught plain sewing.....	5,615
Number of pupils taught cutting and fitting.....	506
Total number of pupils taught sewing.....	6,121

Statement of manual training statistics—School year 1893-'94.

624 O street northwest, machine shop:	
Thirty-six pupils from the Central high school.	
Cost of repairs, supplies and new machinery.....	\$992.59
Instructor, Mr. A. I. Gardner.	
626 O street northwest, forging shop:	
Forty-one pupils from the Central high school.	
Cost of repairs, supplies and new machinery.....	295.31
Instructor, Mr. A. I. Gardner.	
626 O street northwest, wood-turning shop:	
One hundred and eighteen pupils from the Central and Business high schools.	
Cost of repairs, supplies, and new machinery.....	425.42
Instructor, Mr. R. B. Hayes.	
624 O street northwest, drafting room:	
Used by the boys receiving instruction in the above three shops.	
Cost of repairs, supplies, and new instruments.....	63.62
Instructors, Mr. A. I. Gardner and Mr. R. B. Hayes.	

BENCH SHOPS.

624-626 O street, northwest:	
Three hundred and three pupils from the Abbot, Henry, Morse, Polk, Dennison, Webster, and Brookland schools.	
Cost of repairs, supplies, and new tools.....	\$546.25
Instructors, Mr. P. L. O'Brien and Mr. R. T. Pumphrey.	
Twining school, Third street, between N and O streets, northwest:	
Eighty-nine pupils from the Blake, Gales, and Twining schools.	
Cost of repairs, supplies, and new schools.....	84.35
Instructor, Mr. W. H. Cromeline,	

Gales school, First street and Massachusetts avenue northwest;	
One hundred and forty-four pupils from the Arthur, Blake, Blair, Madison, Taylor, and Gales schools.	
Cost of repairs, supplies, and new tools.....	\$200.49
Instructor, Mr. J. A. Montgomery.	
Peabody annex, Sixth street, between B and C streets northeast:	
One hundred and fifty pupils from the Carbery, Maury, Towers, and Peabody schools.	
Cost of repairs, supplies, and new tools.....	163.14
Instructor, Mr. J. K. Potter.	
Seventh and G streets southeast:	
One hundred and seventy-seven pupils from the Wallach, Tyler, Lenox, and Brent schools.	
Cost of repairs, supplies, and new tools.....	117.07
Instructor, Mr. J. A. Degges.	
Jefferson school, Sixth and D streets southwest:	
One hundred and seventy-one pupils from the Bradley, Smallwood and Jefferson schools.	
Cost of repairs, supplies, and new tools.....	136.70
Instructor, Mr. E. J. Dakin.	
Franklin school, Thirteenth and K streets northwest:	
One hundred and fifty-two pupils from the Berret, Dennison, Phelps, and Franklin schools.	
Cost of repairs, supplies, and new tools.....	264.33
Instructor, Mr. W. R. Sheid.	
Force school, Massachusetts avenue, between Seventeenth and Eighteenth streets northwest.	
One hundred and seventy-one pupils from the Adams, Berret, Dennison, Grant, Weightman, and Force schools.	
Cost of repairs, supplies, and new tools.....	219.61
Instructor, Mr. F. Schweinhaut.	
1359 Thirty-second street northwest.	
Two hundred and ten pupils from the Addison, Curtis, Fillmore, Grant, and Jackson schools.	
Cost of repairs, supplies, and new tools.....	244.15
Instructor, Mr. T. W. Fuller.	
County schools:	
Van Buren annex, Anacostia—	
Thirty-two pupils from the Van Buren and Van Buren annex schools.	
Cost of repairs, supplies, and new tools	37.43
Instructor, Mr. E. Baldwin.	
Anacostia road, Benning—	
Eleven pupils from the Benning school.	
Cost of repairs, supplies, and new tools	15.74
Instructor, Mr. E. Baldwin.	
Monroe school, Steuben street, between Seventh and Eighth streets, extended.—Thirty-two pupils from the Brightwood, Mount Pleasant, and Monroe schools.	
Cost of repairs, supplies, and new tools	20.84
Instructor, Mr. E. Baldwin.	
Mott school, Sixth street extended and Trumbull streets—	
Twenty-four pupils from the Mott school.	
Cost of repairs, supplies, and new tools	32.03
Instructor, Mr. E. Baldwin.	

County schools—Continued.

Benning road school—

Eight pupils from the Benning road school.

Cost of repairs, supplies, and new tools..... \$18.56

Instructor, Mr. E. Baldwin.

Hillsdale school—

Thirty-five pupils from the Birney and Hillsdale schools.

Cost of repairs, supplies, and new tools..... 74.49

TEACHERS' ANNUITY AND AID ASSOCIATION.

I desire to call your attention to an important movement among our teachers during the last year with which you are not officially connected, but in which I believe you will be much interested and for whose welfare I ask your personal and official recognition and encouragement.

There was organized during the year what is known as the Teachers' Annuity and Aid Association of the District of Columbia. It is proposed by this association to accumulate a permanent fund, from initiation fees, annual dues, bazaars, entertainments of various kinds, gifts, and legacies, of \$50,000 as a minimum endowment, whose income, together with the current dues of members, or until the permanent fund shall have reached the sum of \$75,000 a percentage only of such annual dues, shall be used as enumerated below.

(a) To pay an annuity of three-fifths of his annual salary to any member who may become permanently disabled for work after having been a member of the association for five years.

(b) In the case of death, to pay one year's annuity to the member's beneficiary.

(c) To pay a similar annuity during life to any member who shall have taught thirty-five years, no annuity to exceed \$600.

It will be seen from this statement that the benefits of this association are not for veteran teachers alone, but that benefits (a) and (b) are to be shared by all regardless of length of service.

The association was organized with much care, great deliberation, and after wide and intelligent investigation. Benefit was taken of the experience of corresponding societies in New York, Boston, Philadelphia, and Cincinnati, in each of which cities such an association has been formed within a few years. The effort to form the association was successful from the beginning, though its consummation was a work of much time and frequent general consultation among the supervisors and principals of schools.

During the year numerous entertainments of various kinds were given throughout the city which were liberally patronized by our citizens, who have on every occasion offered shown a disposition to encourage the schools and aid the teachers in all their efforts. It was soon seen that the accumulation of the desired minimum fund was possible and practicable. Steps were accordingly taken to perfect the

organization, to incorporate it, and to associate with it financial advisers from among successful, reliable, and influential business men of the city. Messrs. John Joy Edson, James E. Fitch, and J. W. Whelpley were chosen to act as advisers. These gentlemen not only consented to act as advisers, but also as agents, without compensation, to secure permanent and profitable investment of accumulated funds. This last movement was made to give all concerned the assurance that the financial reliability of the society would be insured by securing the aid in its fiscal management of persons whose financial and business standing entitle them to confidence.

At the end of the year the sum of \$6,000 had been placed on first real estate security at 6 per cent interest. The income from dues is increasing this fund at an encouraging rate, and it is believed that it will also be increased substantially by the efforts of the members of the association and of other teachers in the city the ensuing year. It is to be hoped that philanthropic persons may see reason for aiding this association by donations, and that the citizens of Washington will feel a pride and a duty in subserving the interests of the association, and its permanent fund, until it shall reach a size whose income may be sufficient to afford a respectable livelihood to teachers who have broken down or have been worn out in the service of educating the children of the city. The teachers alone, judging from their success last year, will be able by a few years' effort to establish such a fund, but as in the meantime a few worthy persons may suffer great hardship it is hoped that by the efforts of the citizens of the city such minimum fund may be sooner accumulated and relief furnished to these deserving persons. The societies of like nature to this of ours organized in other cities have received the cordial sanction of home boards of education and the substantial aid of individual citizens, generous aid and patronage in the conduct of bazaars, fairs, and other entertainments. In some cities an amount as high as \$25,000 has been realized by a single fair, conducted and managed chiefly by interested citizens.

It is altogether probable that an opportunity will be given the people of Washington to contribute to and patronize such an effort inaugurated by the members of this association in the not distant future. It is for your personal and official encouragement in reasonable and sensible movements and efforts for the accumulation of the minimum fund that I respectfully ask.

There is no profession, no calling that demands more of life's vital forces for its successful prosecution than that of teaching school. Although the number of days' teaching per year seems small, and the number of hours per day limited as compared with the days and hours employed in other callings, it yet remains true that in no other calling do men and women break down sooner or by fewer years of employment than in that of teaching. The mental strain is great from the nature of the work, but the physical exhaustion is increased many fold by the nerv-

ous tension occasioned by that feeling of great responsibility amounting almost to fear that every true teacher has in a large degree. The better the teacher, the more intelligent and enlightened the community, the greater does this feeling of responsibility become and the sooner does the teacher wear out.

In consideration of this feeling of responsibility and of the fact that to discharge such responsibility requires constant self-improvement by means of study, travel, and contact with mind that is modern or is producing the latest and best thoughts of the time, the teacher must necessarily use much of his salary. The teacher who, on the small salary given in this or any other city of America (the supervising corps and directors may be excepted from this list), and who lives respectably, and every parent who sends to school demands that the teacher of his child shall live respectably, saves a competence in a few years' work sufficient for his support for a like number of years of ill health after wearing out, does so at the expense of the children's best welfare. A man may keep books or sell good who has learned how to do so without prosecuting his studies further than to keep himself informed on processes of minor details in such work without deteriorating, but the teacher who, having learned to teach (save the mark), is satisfied to rest on such acquirement and fails to keep abreast of the thought of the world, which thought, however modern, must permeate every system of education, not only will not advance in his profession, but will deteriorate in rapid ratio and will prosecute his work at the expense of the children whom he teaches. Such a teacher may teach a lifetime without breaking down, but the persons whom he teaches will suffer because of his ignorance.

This view of the matter is made more apparent by calling your attention to the fact that the majority of teachers in our city schools are persons who have not been broadly and liberally educated. Most of them who get positions have only that amount of education that enables them to do the work of the respective grades in which they find places, but are without that broad knowledge which sees the relation of all parts of every study to the whole of that study, as well as to the whole system of education, and especially are without that broad professional training that enables them to know and appreciate the related and complementary value of every part of each study in its effect upon the growth and true welfare of the child. Modern teaching sees the child as the object of all thought and effort toward which must be made to concentrate light, warmth, and nourishment, and all other influences of growth and good from each of all the studies named in the curriculum as well as of every process of school work, and directs from each that degree of light, warmth, and nourishment, and other means of growth that is exactly suited to the conditions of every child that is taught. The acquisition by the pupil of parts or wholes of these same sources of nourishment and growth (studies pursued) is an inconsiderable purpose

or thought of the teacher when teaching. His mind is ever directed to the focal point of these nourishing and power-giving influences and his effort directed to their proper adjustment, and his care is ever restricted to the growth and strength of power and self-reliance of the child.

That many teachers in practice realize perfection or even marked success in this the most modern philosophical and approved training is not assumed, but it is believed that teachers in vast numbers have become aware of the better purpose of education and are striving to fit themselves for its accomplishment. But this required work and this intelligent, successful effort for improvement in modern thought and in knowledge of modern achievement demand the expenditure of money and much of it, so that, as said before, the teacher who draws but a small salary and yet keeps himself abreast of the thought of the day will be able to save but little of it and must, therefore, when ill health or old age drives him from the field, depart thence well-nigh penniless. It may be said that when such person leaves the profession "he might have had a competency if he had used business judgment in the use of his salary." If such person had used business judgment in the use of his small salary and given it that attention necessary to a successful issue he would have concentrated his energies largely upon making money and not upon the conservation and advancement of the best interests of the children whom he taught.

By one course of action a teacher leaves his profession rich in the knowledge that he has done good work for the children who were placed under his tuition, the fruitage of which may be seen in the lives of hundreds, it may be thousands, of men and women who are always ready to accord him words of thankfulness and approbation, but poor in purse or may be destitute of the necessary comforts that make age and debility passably endurable. By the other course, in which it is admitted he may be successful, he may not have to leave his profession so early, and when he does leave it may do so having money sufficient in amount to sustain him in old age in comfort and possibly luxury, but he will not be rich in knowledge of the best possible good having been done to the children whom he has taught, and instead of having accorded to him words of thankfulness and approbation by hundreds or thousands of men and women, if he and his schools are mentioned at all, after realization of what opportunities were lost, it will be by the expression "It might have been," the saddest of words.

There is another very practical view of the subject. It happens in every system of schools that persons engaged in the work have outlived their usefulness. In many instances such persons have devoted long lives to teaching and have so endeared themselves to the people of the community and to the school management that although the feelings and thought of those in authority are that the interests of the children demand a change, it is difficult, very delicate, and sometimes almost

impossible, to make a change because it is known that such persons, and it may be others in their families, are wholly dependent on the salaries received. The number of such persons is small. Only a very few, less than a half dozen, are ever found at one time in a system of schools of considerable size. Now, if the authorities could know that such persons might be retired on half or two-thirds of the pay earned by them they would feel justified in making the change and would be willing to make it whenever in the judgment of the supervising corps such change would be advisable for the interests of the children. The number of such persons on a beneficiary roll at any one time would never be greater than a dozen, or twenty, probably, in a system of schools as large as that of Washington. The interest on \$100,000, together with the dues of the society, which could be wholly given to beneficiary purposes after the accumulation of a permanent fund of \$100,000, would sustain this number of beneficiaries in comfortable living for life.

Your encouragement of this movement may be consistently given, then, for the reason that the schools will be improved thereby. The humanitarian point of view in considering the teacher is one that appeals more strongly to the common public, but if the interests of the fifty children attending each school were considered in their true light the humanitarian side would be as great from this point of view as from the other.

CONCLUSION.

The year was successful in many ways, but was encouraging chiefly in the promise of better work in the future, such work as we are striving to get by all our efforts for improvement. The school year was characterized especially by the absence of friction and serious difficulty of management. The amount of disciplining was small indeed. Relatively few cases of punishment were necessary, the teacher's effort being mainly directed to teaching, and not distracted to any appreciable degree by special efforts at governing or disciplining. To a large degree this condition of things is due to the character of the teaching done, and is evidence of the high and improving character of the teaching corps, as well as of the skillful management of schools by the supervising corps.

The intelligent care given to the schools, and the cordial support accorded the efforts of the supervisors and teachers by the board of trustees and the honorable Commissioners, is a continued source of gratification and encouragement.

I have the honor to be, your obedient servant,

W. B. POWELL,
Superintendent of Schools.

NOVEMBER 22, 1894.

REPORT OF SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: On behalf of the supervising principals of the first six divisions I have the honor to submit the following statistical tables, together with sundry notes and comments more or less pertinent to the condition and work of the schools, for the year 1893-94:

FIRST DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Franklin.....	2	2	2	2	2	1	1	2	14	14	9
Dennison.....	2	2	1	1	1	1	1	2	11	11	6
Force.....	2	2	2	2	1	1	1	1	12	11	12
Berret.....	1	1	1	1	1	1	1	1	8	9	8
Adams.....	1	1	1	1	1	1	1	1	8	8	8
Harrison.....			1	1	1	1	1	1	6	8	6
Phelps.....	1	1	1	1	1	1	2	2	10	8	10
Thomson.....				1		1	1		3	3	3
Total number of schools.....	9	9	9	10	8	8	9	10	72	72	62
	10	9	9	10	8	8	8	10	72	72	62

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin.....	Steam.....	Excellent.	Good.....	Good.....	Excellent.	Excellent.	Owned.
Thomson.....	Furnace.....	Good.....	Poor.....	Poor.....	Fair.....	None.....	Do.
Adams.....	do.....	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Dennison.....	Steam.....	do.....	do.....	do.....	do.....	do.....	Do.
Force.....	do.....	do.....	Good.....	Good.....	do.....	do.....	Do.
Harrison.....	Furnaces.....	do.....	Excellent.	Excellent.	do.....	do.....	Do.
Phelps.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Berret.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1894.
	1894.	1893.	
Force.....	2	2	1.2
Phelps.....	4	2	1.2
Total.....	6	4	.....

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
									Based on whole enrollment, 1894.	Based on average enrollment, 1894.
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.		
Eighth.....	9	10	393	424	339	343	317	319	43.6	37.6
Seventh.....	9	9	426	418	373	346	348	318	47.3	41.4
Sixth.....	9	9	408	421	361	358	335	332	45.3	40.1
Fifth.....	10	10	484	471	436	389	398	352	48.4	43.6
Fourth.....	8	8	410	422	342	340	313	311	51.2	42.7
Third.....	8	8	374	358	312	298	287	270	46.7	39.0
Second.....	9	8	417	377	345	305	319	272	46.3	38.3
First.....	10	10	561	492	407	348	362	305	56.1	40.7
Total.....	72	72	3,473	3,383	2,915	2,727	2,679	2,478	48.2	40.4

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1894.	1893.	1894.	1893.
September.....	96.7	3	107	28	1	2
October.....	95.1	18	437	429	12.5	5.5
November.....	94.1	18	464	533	12	20.5
December.....	91.3	20	384	488	11.5	36.5
January.....	91.6	11	701	804	47	47
February.....	89.4	15	471	372	18	25.5
March.....	91.8	15	430	444	19	58.5
April.....	91.7	16	433	406	32	39
May.....	89.7	17	436	476	13	24
June.....	91.5	14	245	242	14.5	14
Total.....		147	4,108	4,222	180.5	270.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School.....	45
Other normal schools.....	4
College.....	2
Nongraduates.....	19
Total.....	70
Including first division teachers and teachers in training schools.	

SECOND DIVISION A.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Abbot	1	2	1	1	1	1	1	1	9	9	9
Seaton	1	1	1	1	2	1	2	1	10	*12	10
Morse	1		1	1	1	2	2	2	10	8	10
Henry	1	3	1	2	2	2	2		13	12	13
Polk	1	1	2	1	1			3	9	8	5
Webster	1	1	2	2	2	2	2	2	14	12	14
Total number of { 1894..	6	8	8	8	9	8	9	9	65	61	65
schools { 1893..	7	7	8	8	8	9	8	9	64	61	64

* One room used for cooking school in 1893 and two in 1894

TABLE II.—*Showing condition of buildings.*

Building	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot	Furnace ..	Good.....	Excellent.	Excellent.	None	None	Owned.
Seaton	Steam.....	Excellent.	Good.....	do	Excellent.	Excellent.	Do.
Morse	Furnace ..	do	Excellent.	do	do	do	Do.
Henry	Steam.....	do	Good.....	do	Good	do	Do.
Polk	Furnace ..	do	Excellent.	do	do	do	Do.
Webster	Steam.....	do	Fair	do	do	None	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1894.
	1894.	1893.	
Abbot			
Seaton			
Morse	4	4	1, 1, 2, 2
Henry	2	2	2, 2
Polk	4	2	1, 1, 1, 2
Webster	4	4	1, 1, 2, 2
Total	14	12	

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TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	Based on whole enrollment, 1894.	Based on average enrollment, 1894.
Eighth	6	7	302	317	250	270	239	257	50.3	41.7
Seventh	8	7	370	338	314	291	295	273	46.3	39.3
Sixth	8	8	388	384	331	342	310	318	48.5	41.4
Fifth	8	8	436	427	381	358	353	328	54.5	47.6
Fourth	9	8	412	423	364	370	337	340	45.8	40.4
Third	8	9	367	396	325	361	299	330	46.0	40.6
Second	9	8	403	376	355	322	325	297	44.8	39.4
First	9	9	484	514	395	383	357	343	53.8	44.0
Total	65	64	3,162	3,175	2,715	2,697	2,515	2,486	48.6	41.7

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1894.	1893.	1894.	1893.
September	95.8	.....	59	8	11	3
October	95.3	3	276	240	42	38
November	94.7	9	347	302	44	15.5
December	91.9	12	247	259	16.5	21.5
January	91.9	17	382	379	55	50.5
February	89.5	9	296	249	16	33
March	92.9	8	273	311	22	38
April	92.0	5	303	210	25	37
May	90.8	10	326	272	35.5	30.5
June	93.0	2	144	173	12	36
Total .....	.....	75	3,153	2,403	279	303

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	45
Other normal schools	4
College	1
Nongraduates	15
Total	65

SECOND DIVISION, B.

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Gales	1	1	2	2	2	2	1	2	13	12	¹ 13
Arthur	1	1	1	1	1	1	2	2	10	8	10
Twining	1	1	1	1	1	1	1	1	8	² 8	8
Blake	1	1	1	1	1	1	1	1	8	8	8
Blair	1	1	1	1	1	1	2	2	10	8	10
Blair annex						1			1	1	1
Taylor	1	1	1	1	1	1	1	2	9	8	9
Madison		1	1	1	2	1	1	1	8	8	8
Pierce			1	1	1	2	2	2	9	8	9
Hamilton ³			1	1	1	1	1	1	6	⁴ 4	2
Langdon ³						1	1	1	3	1	1
Total number of schools	6	7	10	10	11	13	13	15	85	74	⁵ 79
{ 1893..	6	7	9	10	10	9	11	12	74	64	⁵ 70

¹ Including one room used for manual-training school.⁴ One room unfinished.² Not including basement rooms used for manual training.⁵ Not including training teachers.³ One teacher for three grades.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Gales	Steam	Excellent.	Good	Excellent.	Fair	Uninclosed parking.	Owned.
Arthur	Furnaces	do	Excellent.	do	Excellent.	Ample	Do.
Twining	do	do	do	do	do	do	Do.
Blake	do	do	do	do	do	do	Do.
Blair	do	do	do	do	do	do	Do.
Blair annex	Stove	Poor	Poor	Fair	None	None	Rented.
Taylor	Furnaces	Excellent.	Excellent.	Excellent.	Excellent.	Ample	Owned.
Madison	do	do	do	do	do	Small	Do.
Pierce	do	do	do	do	do	Boys', small; girls', ample.	Do.
Hamilton	Stoves	Fair	Fair	Privies	do	Ample	Do.
Langdon	Steam	Excellent.	Good	do	None	None	Rented.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1894.	1893.		1894.	1893.
Gales.....	4	2	1, 2, 3	1	
Arthur.....	4	4	1, 2		
Twining.....					
Blake.....					
Blair and annex.....	4	4	1, 2		
Taylor.....	2	2	1, 2		
Madison.....		6	1, 2, 3		2
Pierce.....	4		1, 2		
Hamilton.....	1	1	1, 2		
Langdon.....	1		1, 2		
Total.....	20	19		1	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	6	300	277	249	232	237	219	50.0	41.5
Seventh.....	7	6	338	300	290	263	271	247	48.2	41.4
Sixth.....	9	8	445	381	374	313	347	289	49.3	38.5
Fifth.....	10	9	524	499	439	417	400	379	52.4	43.9
Fourth.....	10	9	520	486	415	407	378	367	52.0	41.5
Third.....	10	8	538	441	443	370	408	337	53.8	44.3
Second.....	11	10	542	523	425	409	388	371	49.2	38.6
First.....	13	11	756	625	528	442	479	395	58.1	40.6
Total.....	76	67	4,063	3,522	3,163	2,853	2,908	2,604	53.4	41.6
County schools.....	13	13	166	163	113	105	103	90	155.3	137.6
Grand total.....	79	70	4,229	3,685	3,276	2,958	3,011	2,694	53.5	41.4

¹ One teacher for two or more grades.TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1894.	1893.	1894.	1893.
September.....	96.8	1	106	14	10.5	.....
October.....	94.5	4	360	394	14.5	10
November.....	93.2	14	472	377	43	3.5
December.....	90.1	7	319	355	41	10.5
January.....	91.3	15	402	663	32	12
February.....	88.9	12	340	374	32	33
March.....	91.9	9	360	349	45	12
April.....	91.4	10	382	294	40	40.5
May.....	90.2	15	361	431	10	38.5
June.....	92.3	12	196	207	10	16.5
Total.....		99	3,298	3,458	278.	176.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	60
Other normal schools	8
College	1
Nongraduates	10
Total	79

THIRD DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Peabody	2	1	2	2	1	2	2	2	14	12	14
Carbery	2	1	1	1	2	1	1	2	10	8	10
Maury	1	1	1	1	1	1	1	1	9	8	9
Towers	1	1	1	1	1	1	2	3	11	8	11
Wallach	1	2	3	2	2	1			11	12	11
Brent	1	1	1	2	1	2	1	2	10	8	10
Lenox	1	1	1	2	1	1	1	2	10	8	10
McCormick					1	1	2	2	6	4	6
Total number of { 1894..	7	8	10	11	10	10	10	15	81	68	81
schools..... { 1893..	8	9	9	11	10	10	9	12	78	68	78

¹ One room used for cooking school.² One mixed second and third grade.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Peabody	Steam	Excellent.	Good	Good	Good	Small	Owned.
Carbery	Furnaces	do	Excellent.	Excellent.	Excellent.	do	Do.
Maury	do	do	Fair	Good	do	Good	Do.
Towers	do	do	Excellent.	Excellent.	do	Small	Do.
Wallach	Steam	do	None	Good	None	Ample	Do.
Brent	Furnaces	do	Fair	do	Excellent.	Small	Do.
Lenox	do	do	Excellent.	Excellent.	do	do	Do.
McCormick	do	do	do	do	do	Ample	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1894.	1893.		1894.	1893.
Peabody	4	4	1,1,2,2		
Carbery	4	2	1,1,2,3	1	
Maury	2		1,1		
Towers	6	6	1,1,1,2,2,3	1	1
Brent	4	4	1,1,2,3	1	1
Lenox	4	2	1,1,2,3	1	
McCormick	4	2	1,1,2,2		
Total	28	20		4	2

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TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	Based on whole enrollment.	Based on average enrollment.
Eighth	7	8	355	330	304	277	289	262	50.7	43.4
Seventh	8	9	387	382	334	323	319	303	48.3	39.8
Sixth	10	9	512	393	433	348	418	325	51.2	43.3
Fifth	11	11	578	573	498	495	469	453	52.5	45.2
Fourth	10	10	508	518	454	466	430	439	50.8	45.4
Third	10	10	536	514	460	447	439	418	53.6	46.9
Second	10	9	525	509	454	435	422	406	52.5	45.4
First	15	12	763	695	590	522	544	471	50.8	39.3
Total	81	78	4,164	3,914	3,537	3,313	3,330	3,077	51.3	43.5

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1894.	1893.	1894.	1893.
September	97.5	.....	39	1	1	2
October	96.0	12	187	123	46	21.5
November	95.3	14	169	141	40.5	19
December	92.7	11	140	146	36	31
January	93.7	14	202	266	35.5	21.5
February	91.2	19	140	131	15	47
March	93.4	11	132	130	35.5	46
April	92.8	15	161	140	45	38.5
May	92.6	14	189	134	43	69.5
June	95.0	17	57	78	22	6.5
Total .....	.....	127	1,416	1,290	319.5	302.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from colleges, and nongraduates.*

Washington Normal School	55
Other normal schools	2
Colleges	1
Non-graduates	23

FOURTH DIVISION.

TABLE I.—Showing distribution of schools by building.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Jefferson	2	2	4	3	2	2	1	2	18	* 19	18
Amidon			1	2	2	1	2	2	10	8	10
Bradley	1	1	1	1	1	1	1	2	9	8	9
Smallwood	1	1	1	1	2	1	1	1	9	8	9
Greenleaf						1	2	3	6	4	6
Potomac					1	1	1	1	4	3	4
Total number of { 1894..	4	4	7	7	8	7	8	11	56	50	56
schools { 1893..	4	5	7	7	8	7	8	11	57	50	57

* One room used for cooking school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jefferson	Steam ...	Excellent.	Fair	Excellent.	Excellent.	Excellent.	Owned.
Amidon	Furnaces	do	Excellent.	do	do	Small	Do.
Bradley	do	do	do	do	do	do	Do.
Smallwood	do	do	do	do	do	do	Do.
Greenleaf	Stoves ...	Fair	Fair	Bad	None	Good	Do.
Potomac	do	do	do	do	do	Small	Do.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools.
	1894.	1893.	
Jefferson	2	2	1, 2
Amidon	4	4	1, 1, 2, 2
Bradley	2	2	1, 1
Smallwood	2	2	1, 2
Greenleaf	4	4	1, 1, 2, 2
Potomac	2	2	1, 2
Total	16	16	

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TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	Based on whole enrollment.	Based on average enrollment.
Eighth	4	4	187	175	165	150	156	141	40.7	41.2
Seventh	4	5	199	219	170	182	158	171	49.7	42.5
Sixth	7	7	297	295	265	245	246	223	42.4	37.8
Fifth	7	7	348	364	304	304	281	277	49.7	43.4
Fourth	8	8	336	413	290	345	272	317	42.0	36.2
Third	7	7	320	392	294	323	277	295	45.7	42.0
Second	8	8	414	391	357	335	327	308	51.7	44.6
First	11	11	607	619	468	481	428	426	55.1	42.5
Total	56	57	2,708	2,868	2,313	2,365	2,145	2,158	48.3	41.3

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardi- ness.		Substitute service.	
			1894.	1893.	1894.	1893.
September	96.5	.....	35	5	11	.....
October	94.6	6	188	216	17	27
November	94.5	3	170	239	9.5	8.5
December	91.6	4	159	182	26	19.5
January	92.1	8	244	314	61	33.5
February	90.2	2	186	233	29	22
March	92.6	5	166	216	35.5	37
April	92.3	4	181	192	58.5	30.5
May	91.3	3	186	195	41.5	29.5
June	93.3	6	99	112	30.5	29
Total .....	.....	41	1,611	1,904	319½	236.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	30
Other normal schools	8
College	1
Nongraduates	17
Total	56

FIFTH DIVISION.

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Jackson	2	1	2	2	1				8	8	8
Grant.....	2	2	2	2	2	2	2	2	16	13	16
Fillmore.....	1	1	1	1	1	1	1	1	8	8	8
Addison.....		1	1	1	1	2	2	2	10	8	10
Weightman.....	1	1	1	1	1	1	1	2	9	8	9
Corcoran.....			1	1	1	2	1	2	8	8	8
Curtis.....	1								1	1	1
Threlkeld.....					1	1	1	1	4	4	4
High Street.....							1	1	2	2	2
Industrial Home.....				1				1			2
Total number of 1894..	7	6	8	9	8	9	9	12	68	60	68
schools 1893..	6	6	8	9	8	8	8	11	64	60	64

¹ In this school are pupils from second to fifth grades, inclusive.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Owned.
Grant.....	Steam	do	do	do	do	do	Do.
Fillmore.....	Furnace	do	do	do	do	do	Do.
Weightman.....	do	do	do	do	do	do	Do.
Curtis.....	Steam	do	Good	do	do	do	Do.
Addison.....	Furnace	do	Excellent.	do	do	do	Do.
Corcoran.....	do	do	do	do	do	do	Do.
Threlkeld.....	Stoves	do	Poor	Poor	Poor	do	Do.
High Street.....	do	do	do	do	Good	Good	Do.
Industrial Home.	Steam	do	do	Good	do	do	Do.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools.	Number above second grade, 1894.
	1894.	1893.		
Jackson.....				
Grant.....	6	4	1, 2, 3	2
Fillmore.....				
Weightman.....	2		1	
Curtis.....				
Addison.....	4		1, 2	
Corcoran.....				
Threlkeld.....				
High Street.....				
Industrial Home.....				
Total.....	12	4		2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
									Based on whole enrollment.	Based on average enrollment.
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.
Eighth	7	6	325	259	293	223	269	205	46.4	41.8
Seventh	6	6	269	282	237	237	220	219	44.8	39.1
Sixth	8	8	331	365	280	304	254	277	41.3	35.0
Fifth	9	9	478	434	382	367	355	335	53.1	42.0
Fourth	8	8	410	425	350	344	320	323	51.2	43.7
Third	9	8	405	429	342	346	313	314	45.0	37.9
Second	9	8	468	407	375	336	352	308	52.0	41.6
First	12	11	652	571	482	408	434	362	54.3	40.1
Total	68	64	3,338	3,172	2,741	2,565	2,517	2,343	48.5	40.1

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1894.	1893.	1894.	1893.
September	96.7	1	84	76	9.5	.....
October	94.2	8	384	449	33	14
November	93.1	6	380	433	12	19.5
December	90.2	12	346	356	19.5	36.5
January	91.0	26	463	719	28	16.5
February	88.5	13	282	411	31.5	33.5
March	91.5	16	374	431	32.5	55
April	91.4	11	361	363	41	35.5
May	90.4	15	343	392	3.5	18
June	92.0	8	203	255	28	16
Total	91.7	116	3,220	3,885	238.5	244.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from colleges, and nongraduates.*

Washington Normal School	47
Other normal schools	1
Colleges	3
Nongraduates	18
Total	69

SIXTH DIVISION (A).

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
<i>White.</i>											
Conduit Road.....			1						1	1	1
Tennallytown.....		1		1		1		1	4	4	4
Brightwood.....	1		1		1		1		4	4	4
Mount Pleasant.....	1		1		1	1	1	1	6	4	6
Monroe.....		1		1		1	1	1	5	8	5
Soldiers' Home.....				1			1		2	2	2
Brookland.....		1			1		1	1	4	4	4
Total number of { 1894..	2	3	3	3	3	3	5	4	26	27	26
schools { 1893..	3	2	1	5	1	3	6	3	24	27	24
<i>Colored.</i>											
Little Falls Road.....						1			1	1	1
Grant Road.....				1			1		2	2	2
Brightwood.....			1				1		2	2	2
Wilson.....		1		1		1	1	2	6	8	6
Orphans' Home.....					1		1		2	2	2
Mott.....	1		1	1	2	1	2	2	10	10	10
Fort Slocum.....					1				1	1	1
Ivy City.....						1			1	1	1
Total number of { 1894..	1	1	2	3	4	4	6	4	25	27	25
schools { 1893..	1	1	1	2	7	3	6	3	24	27	24

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Conduit Road....	Stove	Good	Poor	Excellent		Good	Owned.
Little Falls Road....	do	do	do	do		do	Do.
Tennallytown....	do	do	do	Good		do	Do.
Grant Road.....	do	do	do	Excellent		do	Do.
Brightwood (colored).....	do	do	do	do		do	Do.
Brightwood.....	do	Excellent	Good	Good		do	Do.
Mount Pleasant....	do	Good	Poor	do		Excellent	Do.
Wilson.....	Furnace	Excellent	Excellent	do	Excellent	do	Do.
Orphans' Home....	do	do	Good	do		Good	Do.
Mott.....	Stove	Good	Poor	Excellent		Excellent	Do.
Monroe.....	Furnace	Excellent	Excellent	do	Excellent	do	Do.
Soldiers' Home....	Stove	Good	Poor	Good		do	Do.
Fort Slocum.....	do	do	do	do		do	Do.
Brookland.....	do	Excellent	Good	Excellent		do	Do.
Ivy City.....	do	Poor	Poor	Poor		Poor	Rented.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	No. above second grade, 1894.
	1894.	1893.		
Mount Pleasant	4	2	1, 2, 3, 4	2
Mott	5	4	1, 2	.....
Brookland		2	1, 2	.....
Total	9	8	.....	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	Based on whole enrollment.	Based on average enrollment.
<i>White schools.</i>										
Eighth	2	3	88	125	75	99	67	87	44.0	37.5
Seventh	3	2	113	78	92	65	84	60	37.6	30.6
Sixth	3	1	175	56	142	48	128	45	58.3	47.3
Fifth	3	5	139	249	113	199	101	164	46.3	37.6
Fourth	3	1	136	54	117	44	107	40	45.3	39.0
Third	3	3	140	130	116	98	104	87	46.6	38.6
Second	5	6	254	330	194	251	168	219	50.8	38.8
First	4	3	232	174	166	106	146	95	58.0	41.5
Total	26	24	1,277	1,196	1,015	910	905	797	49.0	39.0
<i>Colored schools.</i>										
Eighth	1	1	39	24	37	22	35	21	39.0	37.0
Seventh	1	1	34	39	24	29	21	27	34.0	24.0
Sixth	2	1	79	47	71	37	64	35	39.5	35.5
Fifth	3	2	175	82	125	70	114	64	58.3	41.6
Fourth	4	7	194	384	145	274	135	253	48.5	36.2
Third	4	3	188	175	131	118	119	107	47.0	32.7
Second	6	6	324	332	234	233	217	212	54.0	39.0
First	4	3	279	256	172	167	154	152	69.7	43.0
Total	25	24	1,312	1,339	939	950	859	871	52.4	37.3

TABLE V.—Showing percentage of attendance, cases of tardiness, and absence of teachers.

Month.	Percent- age of at- tendance.	Tardiness of teach- ers.	Cases of tardiness.		Substitute service.	
			1894	1893	1894	1893
<i>White.</i>						
September.....	91.1	1	23	8	.....	3
October.....	91.9	2	141	154	3	20
November.....	90.9	6	181	182	8	2
December.....	86.2	2	127	150	4	11
January.....	87.1	17	169	217	10.5	22
February.....	84.2	6	159	140	7	18
March.....	90.2	4	163	158	5	24
April.....	87.4	1	105	113	11.5	1
May.....	86.3	4	114	152	7	8
June.....	86.3	3	88	55	.....	1
Total.....	.....	46	1,270	1,329	56	110
<i>Colored.</i>						
September.....	96.5	.....	12	.....	6	2
October.....	92.7	1	116	74	5	2
November.....	91.0	.....	125	103	4.5	9
December.....	87.3	2	104	105	15	.....
January.....	91.0	2	109	147	7.5	10
February.....	89.9	3	88	94	6	16
March.....	91.2	4	121	79	7.5	6
April.....	91.0	6	88	67	12.5	28
May.....	90.1	4	93	81	5	8
June.....	90.0	2	56	49	.....	6
Total.....	.....	24	912	799	69	87

TABLE VI.—Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.

White:

Washington Normal School.....	12
Other normal schools.....	3
Colleges.....	5
Nongraduates.....	7
Total.....	27

Colored:

Normal School, seventh and eighth divisions.....	16
Other normal schools.....	5
Colleges.....	4
Total.....	25

SIXTH DIVISION (B).

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Tyler	1	1	1	2	.....	2	2	2	11	8	11
Cranch .....	.....	.....	.....	.....	3	1	2	3	9	6	9
Van Buren	1	.....	1	1	1	1	1	2	8	8	8
Van Buren annex .....	.....	1	.....	5, 6	.....	.....	1	.....	3	6	3
Birney	7, 8	.....	.....	.....	.....	2	.....	2	5	4	5
Hillsdale .....	.....	.....	1	1	1	.....	2	.....	5	6	5
Giesboro .....	.....	5-7	.....	.....	.....	2-4	.....	1	3	2	3
Garfield .....	.....	5-7	.....	.....	.....	1	1	1	4	4	4
Good Hope .....	.....	.....	.....	4-6	.....	.....	1-3	.....	2	2	2
Benning Road .....	.....	5-7	.....	.....	.....	.....	1, 2	.....	2	2	2
Benning Road annex .....	.....	.....	.....	.....	.....	3, 4	.....	.....	1	2	1
Benning .....	.....	6-8	.....	4, 5	.....	2, 3	.....	1	4	4	4
Burrville .....	.....	.....	.....	.....	.....	3-5	.....	1, 2	2	2	2
Espata's Hall .....	.....	.....	.....	1	.....	.....	.....	.....	1	1	1
Total number of 1894	3	6	3	8	5	11	11	13	60	57	60
schools. (1893)	3	6	3	6	4	9	11	12	53	56	53

TABLE II.—Showing the condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Tyler	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Small.....	Owned.
Cranch	Steam	Good ¹	None	Fair	Fair	do	Do.
Van Buren	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Van Buren annex	Stoves	Fair ²	Poor	Poor	None	do	Do.
Birney	do	Excellent.	Good	Good	do	do	Do.
Hillsdale	do	Poor ³	None	Poor	do	Poor	Do.
Giesboro	do	do	do	Good	do	Excellent.	Do.
Garfield	do	do	do	do	do	do	Do.
Good Hope	do	Excellent.	Good	do	do	Poor	Do.
Benning Road	do	do	do	Fair	do	Fair	Do.
Benning Road annex	do	Poor	Poor	do	do	do	Do.
Benning	do	Excellent.	do	Good	do	Excellent.	Do.
Burrville	do	Poor	Good	do	do	Fair	Do.
Anacostia Road ⁴	do	Excellent.	Poor	Poor	do	Excellent.	Do.
Espata's Hall	do	Poor	None	do	do	None	Rented.

¹ Excepting two third-floor rooms, where the light is very poor.² Excepting three rooms, in which the light is good.³ Excepting three rooms, in which the light is fair.⁴ Occupied by carpentry and cooking schools.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1894.	1893.		1894.	1893.
Tyler.....	18	6	1, 2, 3, 5	4	2
Cranch.....	6	6	1, 2, 4	2	.....
Birney.....	2	2	1	.....	.....
Hillsdale.....	2	2	2	.....	.....
Giesboro.....	2	.....	1, 2, 3, 4	1	.....
Total.....	20	16	.....	7	2

¹Including two-fifth grades for one half the year, or until the reuting of Espita's Hall.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	Based on whole enrollment.	Based on average enrollment.
<i>White schools.</i>										
Eighth.....	2	2	106	85	91	70	86	66	49	42
Seventh.....	2	2	110	117	94	100	85	86	41	35
Sixth.....	2	2	141	127	111	94	107	97	45	35
Fifth.....	4	4	253	231	218	213	199	180	47	41
Fourth.....	4	4	245	271	203	226	198	206	48	41
Third.....	4	4	243	248	211	200	195	184	51	45
Second.....	6	4	372	299	311	232	280	208	53	44
First.....	9	6	492	530	365	394	338	334	51	38
Total.....	¹ 41	¹ 36	1,962	1,908	1,604	1,539	1,488	1,361	48	39
<i>Colored schools.</i>										
Eighth.....	1	.....	46	31	43	27	40	26	46	43
Seventh.....	.....	.....	44	42	40	37	31	32	.....	.....
Sixth.....	.....	1	49	60	42	53	37	32	.....	.....
Fifth.....	1	1	95	72	82	60	72	50	37	32
Fourth.....	1	1	111	109	92	74	47	71	41	33
Third.....	3	2	150	107	121	88	106	76	40	32
Second.....	3	3	148	132	114	111	103	98	39	30
First.....	3	3	289	265	199	177	175	156	66	50
Total.....	² 19	² 17	932	818	733	627	611	541	47	37
Grand total.....	60	53	2,894	2,726	2,337	2,166	2,099	1,902	48	38

¹Including 8 ungraded schools.

²Including 6 ungraded schools.

³Including 7 ungraded schools.

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Supplemental to Table IV and showing numbers of ungraded schools, etc.

Grade.	White.		Colored.	
	1894.	1893.	1894.	1893.
Eighth and seventh				1
Eighth, seventh, and sixth	1	1		
Seventh and sixth			1	
Seventh, sixth, and fifth	1		2	1
Seventh, sixth, fifth, and fourth		1		
Sixth and fifth	1			
Sixth, fifth, and fourth	1	1		1
Fifth and fourth	1			
Fifth, fourth, and third		1	1	
Fourth and third			1	1
Fourth, third, and second	1			
Fourth, third, second, and first				1
Third and second	1			
Third, second, and first	1	2		
Second and first		2	2	1
Total	8	8	7	6

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percent age of attend- ance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1894.	1893.	1894.	1893.
<i>White.</i>						
September	97.0	1	16		16.5	3
October	94.1	2	61	32	34	11.5
November	94.0	2	88	60	64	13.5
December	91.5	5	50	48	46	2
January	92.7	1	82	174	39.5	14
February	90.0		53	58	14	17
March	93.3	4	73	53	23	36
April	92.9	5	81	49	34.5	42
May	92.5	1	79	60	36.5	40
June	93.1	5	52	33	21.5	3
Total		26	635	567	329.5	182
<i>Colored.</i>						
September	96.4		18	2	1	2
October	91.9	1	89	92	10	
November	91.5		102	101	5	10
December	87.2	1	71	110	4	22.5
January	90.0		110	206	1	41
February	85.7	1	106	97	2	36
March	90.7		69	134		46.5
April	87.9	4	89	86	4.5	35.5
May	87.2		106	91	3	19
June	91.0		65	54	6	2
Total		7	825	973	36.5	214.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

White:

Washington Normal School	27
Other normal schools	2
College	4
Nongraduates.....	9
Total.....	42

Colored:

Washington Normal School	13
Other normal schools	4
Number of teachers nongraduates not included above.....	2
Total.....	19

Table II shows that the owned buildings are, as a whole, in excellent sanitary condition so far as concerns light, heat, ventilation, and other essentials of design and construction. There is, however, the usual report to be made of dingy, shabby, unattractive interiors, due, probably, as heretofore, to the chronic inadequacy of the repair fund. That this cause of complaint shall soon be removed is most important, for all must admit that a due regard for the esthetic and moral training of the pupils demands that the schoolroom environment be made neat and attractive and that, from that point of view alone, it "pays" to make reasonable expenditure for paint, hard oil, kalsomine, and window shades. Much of the delay in securing minor repairs could be avoided by furnishing the requisite tools and materials to the janitors, who, as a rule, are not without mechanical skill.

A comparison of the figures under Table III shows that the increase of school accommodations has not been commensurate with the growth of the schools. As a result a still larger number of classes have been forced to accept the half-day plan. Half a loaf is doubtless better than no bread, but the tendency is toward starvation, or, at the best, arrested development.

Table IV shows the average enrollment for the six divisions to have been 21,785, a gain from the preceding year of 1,141 pupils. On the basis of this enrollment the average number of pupils per teacher was 39+, a gratifying reduction from the overgrown class of 50 to 60 wherewith, at no distant period, the teacher was wont to be handicapped.

Table V indicates an average of 135 cases of tardiness for every hundred teachers as against 93 for each hundred pupils. This showing is certainly much to the credit of the pupils. But, for the teachers, it may fairly be said that a majority of them are always punctual, while the rest, for the most part, furnish good reasons for their occasional lapses from punctuality. From personal observation I am convinced that while a few teachers and pupils deserve censure in this regard, the

most deserve commendation. The habitually careless should be (and are) dealt with individually. The great mass need cause us no anxiety.

The general attendance was good as far as concerns preventible absence.

The truancy evil has not abated. It will probably continue to plague and baffle us until a special school shall have been provided for truants and authority used to compel their attendance. When parents are powerless to keep their children in school there is obviously no recourse but to the strong arm of the law.

Table VI shows that four-fifths of the teachers under your supervision have had either a normal or a collegiate training, while two-thirds of them are graduates of the Washington normal school. The present policy of appointing teachers is rapidly increasing the proportion of those who, having passed through our graded and high schools, acquire their professional training in the year's course in our local training school.

NUMBER.

The principal innovation in the teaching of number was a plan of thorough and systematic review, grade by grade, of the work of preceding grades. To this review the opening months of the year were given with good results. While heretofore this subject had been well taught in many respects, and patiently developed objectively and otherwise, it too often resulted that there were lacking the facility in processes, the accuracy in results, the intelligent mastery of principles, and the analytical power to thread the conditions of problems which might reasonably be looked for. Single subjects had been well taught, but not in their connections. There was wanting a comprehensive view of each as related to the whole. Special attention has accordingly been paid to the discovery of the nature of numbers, to the elucidation of principles, to the development of definitions, to drill with elementary processes in making and solving problems. Denominate numbers have been taught objectively and practically. The attempt has been made to treat of fractions analytically and thus to divest them to a degree of the appearance of jugglery and mystery which, to the pupil, has enveloped this interesting branch of the subject. Related subjects were presented in their proper relations. The results of this plan were so encouraging that its repetition from year to year is recommended.

GEOGRAPHY.

The year's work in geography has been encouraging in that it has shown a practical advance over that of last year both in methods and results. The new "course" in geography, which was placed in our hands two years ago, was at that time a radically new departure in scope and in method, representing as it did the latest word in that most progressive and revolutionary science, and so demanding for its

successful working out a competent knowledge of the subject and its closely related sciences and a high order of skill in teaching. Our teachers felt that they were pioneers. They lacked both the scientific method and the necessary equipment. The usual text-books, manuals, and appliances were of little avail for this new departure. Fortunately Washington is rich in scientists, some of whom generously came to our aid. Under their skilled leadership our teachers led their classes afield to observe and study the processes of nature. Sketches of miniature river systems carved by the summer rains on newly graded suburban lots were reproduced on the sandboard, to be gradually expanded by the pupil's imagination, with the aid of description and pictures, until they should typify the magnificent systems of a continent with their characteristic features of beauty and utility.

Although much time was unavoidably given to structural geography, still climate, products, industries, in short, civilization as effected by environment were not wholly neglected, but can be more adequately treated next year.

A system of daily observations on the positions and motions of the sun and stars and of related phenomena was made a preliminary to the study of mathematical geography.

LANGUAGE.

As in years past, the power of clear and adequate expression of thought has been held to be of prime importance in the study of language. To this end there has been abundance of essay and paragraph writing, mostly upon topics of current class work. These exercises, prepared for the most part under the teacher's eye after due study and development, show a high average of excellence. The oral language, as heard in ordinary recitation, is apt to be less satisfactory, and it should be the special concern of the teacher to improve it.

The new departure in technical grammar, though viewed with some apprehension at first, was accepted by the teachers with their accustomed loyalty, and the work successfully done, notwithstanding the lack of a text-book. I believe, however, that a suitable text-book is much to be desired, in order to lighten the labor of the teacher, and in some cases to secure an adequate treatment of the subject.

Word analysis, word building, and kindred exercises have received increased attention, and more than usual proficiency shown in the analysis of the English sentence.

A fair amount of reading is done in connection with the pupil's daily work and with facility and fair expression. The power to grasp the meaning of what is read is not, in general, so evident, and should be more assiduously cultivated.

The reading of the best authors, which the course of study enjoins, has not, except in rare instances, received the attention it deserves, being limited to the books furnished from the free text-book list.

CONCLUSION.

The course of study presents standards whose attainment demands at all points skilled teachers and a generous equipment of libraries, cabinets, and apparatus. These conditions are ideal and never to be realized, but progress has been made and the outlook is hopeful. From time to time throughout the year helpful additions have been made to our supply of books and apparatus. Few of the teachers have been trained in scientific methods or were conversant with the sciences whose rudiments are now included in our curriculum. Some probably have not that mastery of the common branches which is essential to success in teaching them, but the mass of the teachers are known to be loyal, earnest of purpose, teachable in disposition, and ready to adopt any useful suggestions offered or means provided for professional improvement. It is to be hoped that the guardians of our school system will, in their wisdom, provide liberally the facilities for self-improvement to those now teaching, and for the scholastic and professional training of those who are to succeed them, for they are likely to be almost wholly the product of our own institutions.

On behalf of my colleagues and myself I desire to thank you and the Board of Trustees for consideration shown and courtesies extended.

Very respectfully,

N. P. GAGE.

W. B. POWELL,
Superintendent of Schools.

ANNUAL REPORT WASHINGTON HIGH SCHOOL, 1893-'94.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: I have the honor to submit herewith a report of the High School for the year ending June 30, 1894:

CENTRAL SCHOOL.

Numbers and attendance.

Number of pupils readmitted from previous year.....	506
Number admitted at the beginning of the year.....	358
Number subsequently admitted	52
Number of withdrawals	122
Number at close of the year.....	790
Whole number enrolled (girls, 572; boys, 344)	916
Average number enrolled	835.2
Average number in daily attendance	794
Percentage of attendance.....	95

Year 1893-'94.

Month.	Average enrollment.	Average attendance.	Percentage.
September	816.4	801.1	98.1
October	868.5	836.4	96.3
November	862.1	823.5	95.5
December.....	845.4	799.6	94.6
January	847.6	799.4	94.3
February.....	845.5	793.4	93.8
March	840.5	790.5	94
April	824.6	775.9	94
May	808.8	756.2	93.5
June.....	792.8	764.6	96.4

Table showing growth of the school.

Year.	Number of teachers.	Average enrollment.	Year.	Number of teachers.	Average enrollment.
1882-'83	11	367	1888-'89	33	1,107
1883-'84	13	486	1889-'90	41	1,274
1884-'85	20	508	1890-'91 *	36	1,001
1885-'86	24	688	1891-'92	37	937
1886-'87	28	775	1892-'93	39	778
1887-'88	30	913	1893-'94	42	835

* Decrease accounted for by establishment of branches at Georgetown and Capitol Hill.

892 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

Statistics of attendance, 1893-'94.

Year opened with enrollment of.....	858
Maximum enrollment (October).....	868.5
Close of year (June).....	790
Average enrollment.....	835.2
Approximate ratio, boys to girls.....	3 to 5
Average percentage of attendance.....	95

Miscellaneous statistics.

Number of graduates:		Number of graduates—Continued.	
1882-'83.....	26	1891-'92.....	206
1883-'84.....	51	1892-'93.....	182
1884-'85.....	139	1893-'94.....	168
1885-'86.....	179	Number in the different courses in	
1886-'87.....	190	1893-'94:	
1887-'88.....	207	Academic.....	565
1888-'89.....	222	Scientific.....	351
1889-'90.....	289		
1890-'91.....	205	Total.....	916

EASTERN HIGH SCHOOL.

Numbers and attendance for year 1893-'94.

Number of pupils readmitted from previous year.....	206
Number admitted at opening of school.....	172
Number subsequently admitted.....	22
Number of withdrawals.....	45
Whole number enrolled (boys, 143; girls, 244).....	387
Average number enrolled.....	366
Average number in daily attendance.....	347
Percentage of attendance.....	94.7
Average age of pupils.....	16

By months.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	369.6	364.9	98.7
October.....	355.2	374.5	97.2
November.....	353.9	369.2	96.2
December.....	330.7	356.9	93.7
January.....	364.5	345.1	94.6
February.....	368.7	342.6	92.9
March.....	368	345.2	93.7
April.....	353.1	331.6	93.9
May.....	340.5	323.5	93.3
June.....	334	315.4	94.4

Miscellaneous.

Number in fourth year class (scientific, 3; academic, 13).....	16
Number in third year class (scientific, 26; academic, 36).....	82
Number in second year class (scientific, 30; academic, 87).....	117
Number in first year class (scientific, 57; academic, 128).....	185
Total number in scientific course.....	116
Total number in academic course.....	281

WESTERN HIGH SCHOOL.

Number of pupils admitted from previous year.....	104
Number of new admissions.....	95
Number of withdrawals.....	29
Number at the close of the year.....	161
Whole number enrolled (boys, 61; girls, 138).....	199
Average enrollment.....	181.5
Average number in daily attendance.....	172
Percentage of attendance.....	94.8

By months.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	179.7	176.1	97.9
October.....	186.5	181.4	97.2
November.....	188.9	181.6	96.2
December.....	185.7	169.9	91.4
January.....	184	173.4	94.1
February.....	187.5	174.4	93.1
March.....	181	171.7	94.8
April.....	175.4	164.2	93.8
May.....	174.5	164.2	94
June.....	168.6	162.1	96.1

Growth of the school.

Year.	Teachers.	Enrollment.	Remarks.
1890-'91.....	2	54	First-year pupils.
1891-'92.....	4	104	First and second year pupils.
1892-'93.....	7	156	First, second, and third year pupils.
1893-'94.....	10	181.5	First, second, third, and fourth year pupils.

Miscellaneous statistics.

Number of pupils in—	
First-year class.....	87
Second-year class.....	49
Third-year class.....	56
Fourth-year class.....	7
Number of graduates—	
Third-year class.....	45
Fourth-year class.....	6

BUSINESS SCHOOL.

Numbers and attendance, 1893-'94.

Maximum enrollment (October):	
First year (boys, 161; girls, 183).....	344
Second year (boys, 72; girls, 60).....	132
Total enrollment of school.....	476
Enrollment at the close of school.....	331
Average enrollment.....	410
Average per cent of attendance.....	92.7
Average number of pupils per section (October).....	43
Average age of first-year pupils at entrance.....	16.3

Statistics of attendance, 1893-'94.

Year opened with enrollment of.....	858
Maximum enrollment (October).....	868.5
Close of year (June).....	790
Average enrollment.....	835.2
Approximate ratio, boys to girls.....	3 to 5
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1882-'83	26	1891-'92	206
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1888-'89	222	Scientific.....	351
1889-'90	289	Total	916
1890-'91	205		

EASTERN HIGH SCHOOL.*Numbers and attendance for year 1893-'94.*

Number of pupils readmitted from previous year.....	206
Number admitted at opening of school.....	172
Number subsequently admitted.....	22
Number of withdrawals.....	45
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Average number enrolled.....	366
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Month.	Average enrollment.	Average attendance.	Percentage.
September.....	369.6	364.9	98.7
October.....	385.2	374.5	97.2
November.....	383.9	369.2	96.2
December.....	380.7	356.9	93.7
January.....	364.5	345.1	94.6
February.....	368.7	342.6	92.9
March.....	368	345.2	93.7
April.....	353.1	331.8	93.9
May.....	340.5	323.5	93.3
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Number in third year class (scientific, 26; academic, 56).....	82
Number in second year class (scientific, 30; academic, 87).....	117
Number in first year class (scientific, 57; academic, 128).....	185
Total number in scientific course.....	116
Total number in academic course.....	284

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Number of pupils admitted from previous year.....	104
Number of new admissions.....	95
Number of withdrawals.....	29
Number at the close of the year.....	161
Whole number enrolled (boys, 61; girls, 138).....	199
Average enrollment.....	181.5
Average number in daily attendance.....	172
Percentage of attendance.....	94.8

By months.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	179.7	176.1	97.9
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November.....	188.9	181.6	96.2
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March.....	181	171.7	94.8
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First-year class.....	87
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Third-year class.....	56
Fourth-year class.....	7
Number of graduates—	
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BUSINESS SCHOOL.

Numbers and attendance, 1893-'94.

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Total enrollment of school.....	476
Enrollment at the close of school.....	331
Average enrollment.....	410
Average per cent of attendance.....	92.7
Average number of pupils per section (October).....	43
Average age of first-year pupils at entrance.....	16.3

Numbers and attendance, 1893-'94—Continued.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	442.9	431.1	97.3
October.....	454.2	433.7	95.5
November.....	460.3	438.8	95.3
December.....	429.4	393.2	91.5
January.....	419.4	387.9	92.5
February.....	422.6	379.2	89.7
March.....	410.6	375.4	90.9
April.....	372.5	341	91.5
May.....	354.9	319.8	90.1
June.....	336.2	315	93.6

BUILDINGS AND ACCOMMODATIONS.

It is hardly necessary to urge again the request for suitable buildings for the Business and the Western schools. The facts are fully understood, the imperative need for larger and better accommodations is admitted, estimates for new structures have been approved by the high-school committee and presented to the Commissioners. This would be most encouraging were it not that the history of District appropriations makes a curtailing of the estimates certain. In the reductions that will occur the buildings may be easily lost. They surely will not be secured without a vigorous struggle before the District Committee of the coming Congress.

The Central school since the construction of the wing addition has been heated with difficulty during severe winter weather. In October, 1893, an additional 44-horse-power boiler was added to the original two, repairs to the plumbing made, and a number of Bundy heaters added. The result was most satisfactory. For the first time in a number of years it was possible to use all of the 40 rooms for school work at any and all times throughout the winter.

Three courses of study outlined.

Year.	Academic.	Scientific.	Business.
First	English. History. Algebra. Latin. Zoology.	English. History. Algebra. German. Zoology.	English. Business arithmetic. Bookkeeping. Penmanship. Shorthand. <i>Typewriting or mechanical drawing.</i>
Second ..	English. } English history. } <i>Greek.</i> Geometry. Latin. Physics or chemistry.	English. } English history. } <i>French.</i> Geometry. German. Physics or chemistry.	English. Bookkeeping and business practice. Commercial law and commercial geometry. Shorthand and typewriting. <i>Advanced mechanical drawing.</i>
Third ...	<i>Trigonometry and surveying or history.</i> Latin. English. <i>French.</i> German. <i>Greek.</i> <i>Botany or chemistry and mineralogy or advanced physics.</i> <i>Political economy.</i>	<i>Trigonometry and surveying or history.</i> German. English. <i>Botany or chemistry and mineralogy or advanced physics.</i> <i>French.</i> <i>Political economy.</i>	* Pupils taking this course attend the Business High School, Seventeenth, between P and Q streets, NW. Each year of this course is complete in itself.
Fourth ..	Latin. English. <i>Advanced botany or chemistry or physics.</i> <i>Greek.</i> <i>Geology.</i> <i>History.</i> <i>Analytical geometry and college algebra.</i> <i>French.</i>	German. English. <i>Advanced botany or chemistry or physics.</i> <i>Geology.</i> <i>History.</i> <i>Analytical geometry and college algebra.</i> <i>French.</i>	* This course does not prepare for the Normal School.

Elective studies are printed in *italics*; all others are prescribed.

A general exercise in drawing is required in all the courses. A general exercise in music is optional, except for Normal School candidates, for whom it is prescribed.

Military drill, conducted under the same regulations as during the past year.

Manual training for pupils of both sexes throughout each course is optional.

Not more than four studies may be pursued at one time. Candidates for diplomas must pursue all the prescribed studies and at least four studies in every year. Students who, from any cause fail to meet this requirement are enrolled as "unclassified" and can not graduate until the prescribed work is satisfactorily made up. Pupils who desire to prepare for college can make special arrangements of their courses upon written application to the principal. This must be done by pupils of the second year who elect Greek or French.

BOTANY.

Botany has remained, as before, a third-year elective, occupying for each student six hours a week, four used in general class work, one in lecture, and one in study with the microscope or in herbarium work. The year's course includes the following subjects:

(1) Description of 100 plants of Washington, followed by identification of family, genus and species, using Gray's Manual. About one-third of this is done in the general class work of the fall, the rest in the spring and largely outside of school hours, the student having then acquired sufficient ability to continue independently.

(2) The study of the parts of plants, or the forms which plants assume; structural botany. This is carried on, together with the preceding, using the same and other specimens, and is reviewed and made definite by the use of Gray's Lessons.

(3) With the microscope the study of the flower, leaf, stem, and other parts (vegetable histology), with sections of such stems as sunflower, elm and pine; and also with the microscope the study of minuter plants, including some work with the yeast plant, bacteria, many algæ, fungi and mosses.

It is believed that no one is likely to see all there is in a plant until he has tried to draw it. Emphasis is therefore laid upon drawing, especially in winter studies of transformations of the leaf, stem and hair, and of fruits and capsules; also in spring studies of fertilization, of grasses, ferns, and special families. Occasional papers are prepared giving drawings to show the gradual development of seeds, buds, leaves, and flowers, and others (observation papers) showing the results of work on more general subjects, as "the design of leaf forms," "position of nectar," "characters of twining stems," etc.

It is planned to secure to all students visits to the woods and fields and also to the Botanic Garden.

CHEMISTRY.

In this department the course of study, which is entirely elective, covers a period of three years, and is taken by pupils of the second, third, and fourth year classes.

General chemistry, including the study of the non-metals, metals, and compounds of carbon, qualitative analysis, and quantitative analysis are the three branches successively taught, while the kindred subjects of mineralogy and assaying are briefly considered in connection with the qualitative and quantitative work.

The primary object sought is to impart scientific methods of study and work, in the first year by training chiefly the powers of observation, deduction and comparison; in the third year by developing especially habits of carefulness, accuracy, and patience. With this end in view, the course is so arranged that the student is led to observe for himself, draw his own conclusions and record his results in a systematic manner, little being told him, much being gained by his own efforts. Laboratory work is thus made the prominent feature of the course. But the acquisition of chemical knowledge, though subordinated, is far from neglected. On the contrary, every effort is made, both in recitation and lecture, not only to teach the subject, but to interest the pupil in it, both the scientific and practical sides being discussed as thoroughly as possible. High-school work is necessarily elementary, but our laboratory facilities and supply of materials are such as to permit work which may in the true sense be termed scientific.

Throughout the three years five periods per week are given to the

study. During the first year two hours are spent in the laboratory two in the recitation room, while the fifth, which during the first half of the year is assigned to a weekly lecture, is in the latter half changed to a laboratory period. For the first four months the non-metals are studied in class room, laboratory, and lecture hall. During the third quarter the metals are taken up simultaneously in the class room and laboratory, this scheme continuing to the end of the year. Elementary organic chemistry is taught by recitation and experimental lecture.

Throughout the entire year the practical side of the subject is brought prominently into view, everyday phenomena are explained, the value of chemistry in domestic life is pointed out, while its application to the various industries is explained, especially in metallurgy and manufacture.

In the second year four hours per week are spent regularly in the laboratory. Here, upon finishing the experiments introductory to qualitative analysis, the student examines a number of simple subjects determining both the acid and the base, after which the remainder of the year is spent in qualitative separations. The fifth hour every week is given to recitation in organic chemistry, lecture, quiz, laboratory work, or whatever seems to the instructor to be most desirable. In the fourth quarter this period is, however, devoted in all the schools to a brief course in crystallography and determinative mineralogy.

For those who desire to pursue the subject further an advanced course in simple quantitative analysis is offered, both gravimetric and volumetric, and, in conjunction with this, assaying. Since quantitative determinations are necessarily slow, this work has been somewhat unsatisfactory, the five hours per week being too little time for the purpose. As little or no home preparation is required, this has been partially remedied by requesting extra time of pupils.

The most serious drawback to this work has been the lack of good hoods and proper ventilation. Imperfect facilities in this respect have not only retarded the work, but have been the occasion of serious discomfort to the students and occasionally to the whole school.

The Western school is indebted to Mr. Thomas I. Gardner for a donation of over 200 mineral specimens, which have been found valuable in teaching mineralogy.

ENGLISH.

The energies of teachers and pupils have been directed especially to the cultivation of the pupil's power of oral and written expression, rather than to the study of literature, literary biography, or the history of literature. Of course by this it is not meant that the latter branches of English study are neglected, but that they are made subservient and auxiliary to the more important work of personal development. That further advance in this direction is desirable seems beyond question.

While pupils may be trained, through constant practice in the various kinds of composition, to attain primarily some degree of fluency in the use of clear, correct, and effective language, they may, at the same time, acquire in addition to the mere knowledge of the history of literature a loving and intelligent appreciation of the works of the best writers. The two branches of English study, composition and study of literature, are mutually assistant.

The following summary of the course of study will be best understood by constant reference to the subjoined tabular statement:

In the first-year class the first quarter was devoted to the study of composition, embracing structure or outlining and expression. The forms of composition studied, both in principle and practice, were description, narration, exposition and comparison. Toward the end of the quarter themes were taken from Longfellow's *Tales of a Wayside Inn*, and American literature was briefly reviewed. The work of the remainder of the year is found subdivided below. The main part of the work in literature was the study of four literary masterpieces selected from the works of representative authors. In the class work secondary attention was given to the period of literature represented by each author under consideration and to the various works of the author.

The special study of each work selected was directed toward implanting appreciation of good literature and influencing for the better the pupil's own power of expression. In realizing these purposes the school library has been an efficient aid. Considerably more time than formerly has been devoted to each selection.

The second-year work in the Central school covered the whole year, but with only two periods per week, while in the branch schools but two quarters with four periods per week were allotted. One-half the time was taken by the study of argumentative composition and Addison's *Sir Roger de Coverly Papers*, while the remainder of the time was occupied with the study of Shakespeare.

Hill's *Rhetoric* has been used only as a book of reference, as better results are obtained when teachers plan the course as needed, stimulating and guiding their students as no bookwork can.

The third-year course consisted, first, of a quarter's study of Chaucer—the Prologue and selections; then of the study of Shakespearean tragedy during the second and third quarters, *Hamlet* and *Macbeth* being the plays selected for special study; finally, the study of Bacon and his *Essays*, with some review of grammar and rhetoric before the end of the year. Composition received its full share of attention in the third-year classes, both in oral exercises and in numerous essays and papers prepared on subjects connected with the study of literature.

A fourth-year course was attempted for the first time last year. It was intended to lead to a broader and more critical knowledge of literature and literary developments. The course this year has been practically the same as last year, but the results attained have been

more satisfactory. The first study was the development of English prose (fifteen weeks), in illustration of which several selections were read (see table below). The next thirteen weeks were employed in the study of the development of the novel; the history, kinds, elements, and methods of fiction. The special readings are named below.

The remainder of the year was given to poetry, beginning with the time of Shelley and Byron and closing with a study of Browning, Tennyson and the chief poets of the present age.

Schedule of English work, 1893-'94.

Quarters	First year.	Second year.	Third year.	Fourth year.
First..	(Three hours a week.) Elements of composition. Simpler principles of rhetoric applied in abundant written work, in descriptions, narrations, expositions, comparisons. The rhetorical aim was clearness. Longfellow's <i>Tales of a Wayside Inn</i> studied and used as basis of composition work. Brief review of American literature.	(Two hours a week.) Argumentative composition, analysis, kinds of proof, refutation, and arrangement of arguments.	(Four hours a week.) Chaucer, prologue to the <i>Canterbury Tales</i> , and the <i>Nonne Prestes Tale</i> . Collateral study of Chaucer's times, his life and contemporaries.	(Four hours a week.) First fifteen weeks, a study of the development of English prose from the time of Mandeville. After touching upon Moore and Bacon, Milton's <i>Areopagitica</i> was read, outlined, and criticised. As representatives of recent prose, Carlyle's <i>Essay on Burns</i> and Lamb's <i>Essays of Elia</i> were studied.
Second.	Beginning of study of English literature. Reading and criticism of Tennyson's <i>Idyls of the King</i> , especially <i>Elaine</i> . Study of structure and practice in composition (description, narration, comparison, character delineation).	Continuation of English literature: Addison and Steele; Sir Roger de Coverley Papers. Composition work in connection with the literature.	Hamlet, with a thorough study of Shakespearean tragedy and of the Elizabethan literature and times, followed in the third quarter by Macbeth. In both quarters collateral reading of other tragedies and of romances was carried on, while advanced written work was developed in the study of characters and of plots, both here and throughout the year.	Thirteen weeks (to the end of the third quarter), the novel. Special class readings, Eliot's <i>Silas Marner</i> , Thackeray's <i>Pendennis</i> . Individual reports on specimen novels of the 18th century, the romantic school, Scott and his contemporaries, and leading novelists and short-story writers since.
Third and fourth.	Continued reading of masterpieces of English literature, with work on contemporary literature. Inexpensive editions from various sources used in class work. (a) <i>Dickens—Tale of Two Cities</i> . (b) <i>Macaulay—Essay on Warren Hastings</i> . (c) <i>Coleridge—The Ancient Mariner</i> . Written work all the year.	Study of Shakespearean comedy. Play selected for special study, class reading, criticism, etc., <i>Merchant of Venice</i> ; written composition work required in this connection. Others of Shakespeare's comedies read as collateral work. Attention also given to the Elizabethan period in general.	Fourth quarter, Bacon's <i>Essays</i> , selected, studied five to six weeks. The usual collateral work. A brief review of grammar and rhetoric closed the work of the year.	Last quarter, study of the poetry of the 19th century: Byron, Shelley, Keats, Scott, Burns; the late poets: Browning (special study, numerous selections), Tennyson, and others.

FRENCH.

French was taken up as an optional study in the fall of 1893 and students of the second, third, and fourth years of the scientific as well as those of the third and fourth years of the academic course were permitted to select it. The number that chose it demonstrates beyond a doubt the popularity of the new branch.

The class-room exercises are both written and oral, thus giving the pupils an opportunity to acquire a practical as well as a theoretical knowledge of the language. Recitations are mostly conducted in French, and the scholars are made to recite grammatical rules in the language they are studying.

C. Fontaine's text-books, *Livre de Lecture et de Conversation* and *Historiettes Modernes*, Vol. I, have been used with good results.

GEOLOGY.

This branch has been made an elective of the fourth year, with four periods a week. Work has consisted of—

- (1) Recitations from Le Conte's *Compend of Geology*.
- (2) Examination and description of numerous geological and mineralogical specimens from the school museum.
- (3) Excursions to study erosion, surface changes, drainage, etc., of the neighborhood of Washington, with examination of rocks in all stages of decay, of quartz veins, and of plant fossils at the Howard reservoir locality.

(4) Original papers on the foregoing and other subjects.

(5) Readings with abstracts from the geological works of the school library.

It is the purpose of this course especially to aid those who hope to teach, and

(1) To give the student an idea of the more probable theories of the formation of the earth and its subsequent history and the development of plant and animal forms.

(2) To enable the student to interpret correctly for himself the more general features of earth surface and rock structure.

GERMAN.

The "inductive method" of teaching is followed in the German classes. As a rule German is spoken from the beginning, although the use of English is not banished from the class room, translations from German into English and vice versa being frequently made. Reading, writing, and to a certain extent speaking German, together with original composition work in the third and fourth year classes are practiced.

As in former years, a number of text-books, of which Dr. Wilhelm Bernhardt, the head of the German department, is the editor or the author, have been used.

German is studied in the scientific classes for four years and is optional for the academic students of the third year.

The scientific sections study in the first year (five hours weekly) Vol. I of *Deutsches Sprach und Lese Buch*, which familiarizes them with descriptive German. One German text, *Im Zwieliicht*, containing easy stories by Rudolf Baumbach, has been read during the third and fourth quarters of the year. In the second year (four hours weekly) the second volume of the *Sprach und Lese Buch* has been used to teach students the narrative or historical of the language. Particular attention has been paid to the rapid reading of the following texts: Andersen's *Bilderbuch ohne Bilder*, *Unter dem Christbaum*, containing five Christmas stories by Helene Stökl, and as a preparatory study for the German lectures of the third year Dr. Bernhardt's *Hauptfakta aus der Geschichte der deutschen Litteratur*. The third year students have finished the grammatical course and practiced rapid reading of more advanced texts, such as Gore's *German Science Reader* and *Deutsche Litteraturgeschichte* in the boys' classes, while the girls have taken up the study of *Freudvoll und Leidvoll*, a collection of short stories by renowned writers of our day; *Gustav Adolf in Deutschland*, from Schiller's *History of the Thirty Years' War*, and Goethe's *Meisterwerke*. As in former years weekly lectures in German have been given to the pupils of the third-year scientific classes. These consist of about a half an hour's talk in German by Dr. Bernhardt on the history of German literature, after which the pupils themselves, under the guidance of Frau Hoegelsberger, render a short programme, consisting of translations, recitations, and songs. In the fourth-year scientific course, which was inaugurated two years ago, the students, after a general review of the whole grammar, have practiced translations from English into German and original German compositions, more especially letter-writing. They have also read Schiller's *Gustav Adolf in Deutschland*.

The academic classes (five hours weekly) with only one year's course have gone over nearly the whole ground of the first and second years' scientific sections in German grammar and have read three German texts, viz, *Immensee*, by Theodor Storm; *Bilderbuch ohne Bilder*, by Andersen, and *Im Zwieliicht*, Vol. 1, by Baumbach.

It seems desirable to extend the German studies of the academic classes one year, making it a two years' course instead of one, as at present.

GREEK.

The fourth-year class has accomplished the work required for admission to most of the colleges, four books of Xenophon, three of Homer, one of Herodotus, and the major part of Harper and Castle's *Prose Composition*.

The third-year class, which has been at work two years, has completed

four books of Xenophon this year, together with almost as large a part of the prose composition as has been studied in the fourth year.

The second year, beginners' class, has taken all of White's Beginners' Greek and devoted some attention to Xenophon's Anabasis.

The texts used were White's Beginners' Greek, Goodwin's Greek Grammar, Goodwin's Xenophon's Anabasis, Seymour's Homer's Iliad, Goodwin's Greek Reader, Harper and Castle's Prose Composition, and Liddell and Scott's Greek-English Lexicon (abridged).

HISTORY.

Fourth-year class.—The class has been conducted on what might be termed the reference plan. No text-book was used, but all information was obtained from reference to books in the school library or to such works in the home libraries as might be had. Topics were assigned daily to the class and references given to the best authorities, in order to save as much of the pupil's time as possible.

Beginning with the causes which inspired the men of Europe to undertake voyages of discovery and exploration about the end of the Middle Ages, the work of the year has covered the whole field of American history to our own times.

The work of the earlier quarters was general, in that the whole class was required to prepare all of the topics allotted. The assignments were later by groups, dividing the class of twenty into three or four groups. The work of the last quarter of the year was wholly individual, and the subjects given to members of the class to be followed through the whole period of their action and influence. As examples of such subjects the following are given: Slavery in America, The History of the Tariff, The History of American Finance, The History of the American Navy, The History of American Invention. The pupil was directed as to the division of such large subjects, and these were then developed in periods, an account of a period being given in each paper. Of course shorter subjects were carried along contemporaneously in order to get as complete a view as possible.

The design has been both to make the pupil a self-helping worker in research, discrimination and arrangement, and at the same time to quicken within him a spirit of respect for American institutions. The study is optional; the class work has occupied four hours a week.

Third-year class.—The study of history in the third-year class is optional. The subject is the general field of history from its beginning to the present time. The class reviews the work of the first year, the history of the nations of antiquity, emphasizing the growth of national life and institutions, and follows the course of history, studying its continuity and, as far as possible, its philosophy in tracing out the operation of cause and effect.

The text book used was Myer's General History, which is supple-

mented by reading from different authors suggested as the work progresses.

Time, four hours a week through the year.

Second-year class (English history).—The work in English history during the present year covered the usual ground, beginning with prehistoric Britain and coming down to the present day. In the branch schools, though but four recitations per week were given for a half year, the results were fairly satisfactory. In the Central School, where three recitations per week were assigned throughout the year, the training in judgment attempted must be regarded as very unsatisfactory, while even the memory drill was attended with imperfect results.

First-year class.—The scope of the history work of this class has been identical with that pursued for the past three years, viz, from the beginning of national life to the close of the political control of Rome.

The text-books used are Myer's History of the Eastern Nations and Greece, and Allen's History of the Roman People.

There has been less of a disposition to follow the books than heretofore, and a strong tendency to independence on the part of both teacher and pupil, outside the acceptance of statement of fact, has been substituted.

The study is required of all members of the first-year class. Time, four hours per week.

LATIN.

Five hours per week in the first year, and four in the second, third, and fourth have been devoted to this study. Of this time twenty hours in the third year and the same number in the fourth are assigned to the study of Latin composition, with Collar's Latin Prose Composition as the text-book.

The introduction of Harper and Burgess' *Beginners' Book*, The Inductive Method, has resulted in increased interest in the study of Latin in the first-year class. The falling off in the amount of work done by this class of last year has resulted in a proportionate falling off in the amount of work and in its character in the present second-year class. We believe that with the first-year book at present in use a much higher grade of work will be accomplished in the second year. The third and fourth year classes have reached the usual limits, with a decided increase in the amount of sight reading in the fourth year. The course has included four books of Virgil's *Æneid* and one oration of Cicero in the third year; two books of the *Æneid*, ten eclogues, two orations of Cicero, a thousand lines of Ovid's *Metamorphoses*, and at sight the fifth book of *Cæsar*, in the fourth year.

One lecture was given at the Central school by Miss Welles, of the *Womans' College of Baltimore*.

MATHEMATICS.

Algebra (first year).—The course outlined is ample to meet the requirements of colleges except for special courses. It is believed that a successful effort has been made to teach the subject as a scientific branch of logic, and not as a bundle of loosely connected examples whose only purpose is to require an answer from pupils. Development of principles has been constantly the aim, and it is confidently asserted that the methods have been improved.

Geometry (second year).—In this branch the book work has been made subservient to the "originals," while the main use of the subject as a powerful mental drill has been constantly kept in mind, though its practical use has by no means suffered in consequence. Here, as throughout the entire mathematical course, stress is laid on exact definitions, rigid logical processes, clearness of conception and expression, sustained courses of proof, and exact results. The analytical rather than the synthetic method of proof has been required as the most important, though propositions are afterwards proved by the synthetic form, omitting everything, whether in a single proposition or in a series of propositions, that in any way interferes with the logical thought development of the principle or entire subject.

Solid geometry and trigonometry (third year).—The work in both these subjects has been more thorough than ever before; it is believed that the majority of the students in these classes are more than competent to meet the requirements for admission to Harvard, Cornell and Johns Hopkins University, while the character of the instruction has been such as to enable the average student to pass Harvard's freshman examination in trigonometry with some degree of credit.

Special care has at all times been taken to give the best possible arrangement of the work and the most conclusive checks and test as to accuracy exclusive of the mere book answers.

Surveying (third year).—The last two weeks in the year were devoted to practical work in this subject and a reasonably fair knowledge of the instruments and fundamental problems obtained.

For the first time a party of young ladies took up the outdoor work and showed by good results their power to master the difficulties that field practice generally presents.

Advanced algebra and analytical geometry (fourth year).—The course in advanced algebra is identical with the requirements for advanced standing in Cornell University, and for admission to the courses in mechanical and electrical engineering and architecture, and is therefore as complete as that offered by the great majority of colleges.

The course in analytical geometry is extended for the amount of time devoted to it and is somewhat in excess of the requirements for admission to Johns Hopkins University, covering the first four chapters of the text-book exhaustively and the following four in a more cursory

manner. The results of this class have been satisfactory, fully justifying its formation.

MANUAL TRAINING.

Number of pupils: First year, 127; second year, 48; third year, 11; fourth year, 6; total, 192. Of this number 9 were from the Business high school, the others all from the Central school.

This year has seen an increase in the number of pupils enrolled, and the percentage of this number to the total male enrollment in the school has likewise increased. Over 64 per cent of all the boys were enrolled in the shopwork. This number included over 90 per cent of the first-year boys.

The plan followed in the high-school work is to supplement the course of joinery, carpentry, and cabinet-making of the seventh and eighth grades of the grammar schools by courses in drafting and wood-turning in the first year, forging and drafting in the second, and chipping and filing, iron and steel turning, machine construction, and drafting in the third and fourth years. It will be seen that drafting is given an important position in the work of each year. It has ever been the aim to do full justice to this feature, for however important it is that the student should be able to construct from a drawing, it is yet more desirable that he be able to make the drawing, for the logical order and educational sequence is, first, the conception of the form, second, the planning and drawing, and then construction or materialization of the thought.

Under a new plan instituted this year, the results of which will be referred to later, two classes or groups of boys now attend the shops, those taking manual training as a minor study for two hours a week, and those taking it as a major study for six hours a week.

The work of the year under the two-hour plan may be commented upon as follows: In the first year drafting greater accuracy and better work were required and obtained. The work in turning was kept up to the usual high standard. Two changes in teachers tended to retard progress in these two branches. The forging of the second year remains the strongest point in all the shopwork. The fine showing made in the past two years was fully equaled. In April the forging was stopped and the second year drafting begun. The policy of more strict requirements was also observed here with good results.

The plan outlined in last year's report, regarding the opportunity to take this subject in place of a prescribed study, was carried out as far as possible. The number of those who desired to avail themselves of this opportunity was good evidence of the wisdom of offering it. It was found impracticable to allow all who asked to give six hours a week to shopwork and drafting, but 57, or about 30 per cent of those electing this work, were permitted to do so. This is a sufficiently encouraging beginning to warrant giving manual training an even more definite and dignified status than it now has.

The plan followed in the work of these six-hour boys was in general an extension of the existing two-hour courses, making such additions as seemed best. More attention to lettering, and to practice with instruments, was given in the drafting. Vase forms and patterns constituted the principal additions to the course in turning. The course in forging was amplified by the introduction of many manipulations not possible to the shorter course, and some ornamental work was done. There was no lack of good practice on a large variety of work for the six-hour boys in machine work. Castings for a 3½-inch by 4-inch upright engine were bought and the finished machine has been set up and run successfully. Castings for a 10-light dynamo were also obtained from the manufacturers, and many of the parts were completed, but there was not time enough to finish all.

The equipment of the shops was increased this year by the addition of two new lathes to the wood-turning shop, a tool grinder and a milling machine to the machine shop, while a new 20-horsepower boiler increased the efficiency of the steam plant. These purchases were all the highest grade obtainable.

In general it may be said that the success of this branch is manifest on all sides, and perhaps most of all in the earnestness and vigor with which it is pursued. Owing to the limited amount of time spent in the shops by the larger portion of the pupils, it is necessary to illustrate by as few exercises as possible the fundamental principles and methods of manipulation, though thereby making impossible the production of many pieces for show.

The exhibit placed in the Franklin school a year ago has been maintained, new work has been added, and the whole is sufficient witness to the excellence attained.

MUSIC.

Each class has had an hour lesson per week during seven months.

The first three months were spent almost entirely in training pupils to sing without strain or tension, thus securing a smooth sustained mellow tone. The singing during the remaining four months fully justified the time spent upon this most important part of the study.

Training in sight reading began after the Christmas holidays. The first-year class improved rapidly, but still did not read fluently at the end of the year. The second and third year classes, however, made remarkable progress, reading difficult music with ease.

During the last two months the attention of the higher classes was directed to careful phrasing of songs that the pupils might learn to seize the musical sense and render it with intelligence and feeling. The actual results in this direction were comparatively crude, but at least the musical sensibilities of the students have been stirred so that there is reason to hope that in the coming year there will be a broader and more delicate appreciation.

Music is classed as an optional study except for students desiring to enter the normal school. In spite of this classification many students have deferred entering the music classes until the year before they entered the normal school. In consequence, such pupils have found themselves utterly incapable of taking part in the advanced work of the third year and on entering the normal school have been wholly unable to meet with the requirements in music there. If this classification as a required study for all pupils intending to enter the normal school were strictly followed, not only would the work of the school be greatly facilitated, but more efficient teachers in music would be secured for our schools.

PHYSICS.

In the second year the text-book used was Gage's Introduction to Physical Science. The portions included properties of matter, mechanics of solids and fluids, and electricity, which is somewhat less than last year. The text-book was used less than in former years and the laboratory notebook more, experimenting always preceding the use of the book.

The laboratory manual of experiments prepared by the instructor has been used throughout the year with very satisfactory effect.

The pupils, as a rule, have responded enthusiastically to the effort made to have them study science in a scientific manner; that is, to do the observing of phenomena and the deducing of relations themselves, individually, so far as it is possible. The concrete case observed was discussed and written about by the pupil before the general law stated in the text-book was studied. Less use was made of the pamphlets mentioned in the last report, because of the continual failure of pupils to observe those phenomena which were as obvious and important as those to which attention was directed by the pamphlet sheets; the few necessary directions for arranging apparatus being written upon the board or given verbally. The large size of the laboratory classes in the first part of the year, coupled with their unfamiliarity with the subject, was detrimental to the work. Very few set written recitations or examinations were held, the written work being confined principally to notebook work. Lectures, except by the students, were dispensed with, the time being devoted to laboratory work or class exercises. The number of hours assigned to physics was five per week, three being laboratory periods and two being recitations. In place of two recitations certain pupils took four laboratory periods and one recitation. A great deal of time outside of laboratory work has been devoted by the pupils to the working of practical problems based upon physical principles. In short, the work is done with a twofold purpose—the development of the powers of observation, and the development of judgment in applying knowledge so acquired.

The increase of apparatus has enabled the work to be carried on more systematically and satisfactorily than in former years.

In the third year Gage's Introduction to Physical Science served as a guide, but the subjects of heat, sound, and light were studied more thoroughly than outlined in it. Constant use of reference books was insisted upon to familiarize the student with the symbolic language of algebra and the application of the truths of geometry. Many solutions of problems were required. To those pupils who seemed to have an innate dislike for mathematics or an inability to comprehend mathematical conceptions, more study of common phenomena was assigned.

Five periods per week were allotted to the third-year class. These were sometimes entirely devoted to laboratory work and again entirely to class-room work, oral or written.

Students taking the Harvard course were three; two had never taken the subject before, and one had done a part of the work the year previous. The last-mentioned student and one of the first-mentioned completed the Hall and Bergen's Text-Book of Physics. In the other case about one-half of the exercises were completed. Five hours per week were assigned the pupils. The notebooks were discussed and recitations held on the subject-matter at such times during school, and often after school, as could be obtained.

There were two pupils in the fourth year. Five hours were assigned per week. One of them completed Lodge's Elements of Mechanics, the other worked principally in the laboratory making experiments, mostly in magnetism and electricity, from Whiting's Physical Measurements.

In the laboratory, free of access to the pupils, were a number of reference books, among which may be mentioned Barker, Daniell, Ganot, Avery, Appleton, Hall and Bergen's and Gage's Physics, Stewart and Gee, Glazebrook and Shan, Chute, Worthington and Avrey's Practical Physics, Tyndal (Sound, Heat), Glazebrook's Physical Optics, Sylos, Thompson (Dynamo-Electric Machinery), Sprague's Electricity, and Webster's Unabridged Dictionary.

During the year Mr. Joseph H. Lyons made a present to the school of a Sir William Thomson's marine galvanometer, with lamp and scale.

The weather maps from the Department of Agriculture were received, as formerly.

PHYSICAL CULTURE.

But few changes were made in this branch during the past year. Indian-club classes were organized among the girls who were willing to wear loose clothing and to discard corsets. The Swedish orders and movements were added to the Delsarte culture, special attention being given to self-control. To keep perfectly still for sixty minutes was an impossibility at the beginning of the year; the "dead still" movements have done much to secure repose of manner and conservation of forces, both mental and physical.

At the May entertainment this department was represented by

thirteen girls attired in Greek robes, who gave a series of attitudes based on Delsarte principles.

The general expression of a desire to learn the art of retaining health, strength, and grace has not deteriorated, but been intensified. To this end a "luncheon" was given by the girls to obtain funds to establish a gymnasium at the central school. A number of chest lifts have been introduced and one of Dowd's exercisers, also a large number of Indian clubs. The pupils go to this room for recreation and practice under the direction of a club captain appointed by the health teacher.

It is gratifying to note the enthusiasm of the girls for this work and the very apparent good results obtained by the teacher, Mrs. E. R. Walton.

POLITICAL ECONOMY AND CIVIL GOVERNMENT.

Third-year class.—These subjects together make a full course, each requiring a half-year's work.

The class uses Gen. F. A. Walker's book as a guide in the former subject and supplements the text with outside reading. The recitation periods are largely devoted to the discussion of the principles of the science and their practical application. The work of the last few weeks consisted of prepared debates upon the most prominent economic and political questions of the day.

Prof. John Fiske's Civil Government in the United States was followed for the historical development of our local, State, and National Governments, whose natural interdependence was also carefully shown. Much attention was also given to the actual working of our several systems of government.

The subject is optional. Time, four hours per week.

ZOOLOGY.

CENTRAL SCHOOL.

The study of zoology, which was begun in the first-year classes last year, has been continued with marked improvement.

The subject has occupied each student two hours a week for half the year. The text-book used has been Packard's Elementary Zoology, but as far as possible this has been discarded for the study of type specimens, with the aid of Colton's Practical Zoology, of which the laboratory has a sufficient number to supply a small class.

Questions and lectures correlating the results of the laboratory work have been added by the instructor with a view of unifying the impressions obtained of the animal kingdom. As a further aid each student has been required to keep a notebook embodying both the results of the laboratory work and the teachers lectures.

In the second year an opportunity has been given for more advanced study by making zoology an elective major study. The class this year has been a small one, but the work has been very satisfactory. No text-

book has been used, the whole time (five hours per week) being devoted to laboratory work with Colton's Practical Zoology as a guide. Each student has been required to keep a notebook with carefully prepared drawings of the different animals studied. From time to time home work has been given which demanded careful reading in various standard works on natural history.

The museum is now tolerably well provided with specimens, which have been obtained partly by the pupils themselves, partly by the instructor, who spent a portion of his last vacation in collecting at the seashore those important types which could not be obtained nearer home.

WESTERN SCHOOL.

No laboratory provision has as yet been made for this school, but during the past year pupils were given an introduction to methods of scientific study, the instructor in botany taking charge of the classes.

It was necessary to limit the work to two hours a week for one quarter in each section. No text-book was used, but its absence was partly compensated for by the assignment of special topics for report and discussion by pupils and by lectures by the instructor. Studies from specimens were taken up as opportunity offered.

BUSINESS SCHOOL STUDIES.

BUSINESS ARITHMETIC.

First-year class.—Number of pupils, 340.

During the first two weeks of the school year, the greater portion of the recitation periods was spent in reviewing the work of previous years. Particular stress was laid upon the proper reading and setting down of numbers, decimals and fractions, as well as upon accurate and moderately rapid addition, subtraction, multiplication and division of numbers, both mentally and at the board. This review was continued throughout the first quarter and at intervals during the second and third quarters, whenever an opportunity presented itself.

The applications of percentage were divided into two classes—those involving percentage only, and those in which time appears as an element. Under the first class were completed during the—

First quarter.—Percentage (five hours), profit and loss (four hours), commission and brokerage (six hours), trade discount (two hours), marking of goods (one hour), review (six hours), written lessons (two hours).

Second quarter.—Stocks and bonds (seven hours), custom-house business (three hours), taxes (two hours), insurance, fire, marine, and life (five hours); bankruptcy (one hour). Under the second class, all methods of working problems in simple interest (seven hours).

Third quarter.—Interest, accurate, annual, compound, sterling money

(ten hours); partial payments, United States and mercantile rules (five hours), present worth and true discount (two hours), commercial paper (two hours), banks and banking (three hours), exchange, domestic and foreign (four hours); written lessons (two hours).

Fourth quarter.—Savings banks (two hours), storage (three hours), equation of payments (four hours), cash balance (one hour), partnership (three hours), and the remaining hours were devoted to miscellaneous examples reviewing the entire year's work.

Upon taking up a new subject the pupils were required to give, clearly and understandingly, the principles upon which the working of the problems depends. As often as possible, practical illustrations were given to the pupils and required of them. Whenever they could be obtained documents bearing upon the subject were placed in the hands of the pupils as examples.

The work of a recitation usually consisted of the development of principles from the working out of easy mental problems, involving principles contained in more difficult problems, worked or stated afterwards in the class. Usually statements only are required, unless a pupil has failed to find the error in his or her written work assigned for home exercise, in which case the pupil places the incorrect example upon the board and the class makes corrections, assigning reasons for each step.

All kinds of practice work, such as mental addition of lists of numbers, easy mental problems, reviewing past work, etc., were used.

At the end of each quarter two hours were spent in examining in writing the pupils' knowledge of the work of the previous nine weeks.

Second-year class.—Number of pupils, 129.

With the exception of a few examples in mensuration, the second year study of arithmetic was confined to a review of first-year work, one hour a week being assigned for the purpose. In this review care was taken to select actual problems from business life, and to coordinate the subject with bookkeeping so far as possible.

BOOKKEEPING.

First-year class.—Number of pupils, 342.

The bookkeeping course for the first year covered both single and double entry.

During the first two quarters the text-book used was Bryant and Stratton's Common-School Bookkeeping. The instruction in the first quarter was principally in single entry. The pupil was taught the names and uses of the books most commonly employed, and was required to work simple sets by single entry methods. In the second quarter the same sets were worked by double entry, thus forcibly illustrating the difference between single and double entry and the superiority of the latter over the former. The pupil was required to journalize simple transactions, to keep and close a ledger for a concern with one, two, or

more proprietors, and to familiarize himself with the forms and uses of commercial paper. In the second, third, and fourth quarters the pupil was required to apply the rules previously learned in working several long and difficult sets without the aid of a text-book. The pupils were required to make out all the necessary business forms for each transaction, such as checks, notes, drafts, deeds, bonds, and invoices.

The design of the course is to prepare the pupil for the more advanced and technical work of the second year and to enable him with slight study and direction to comprehend and keep intelligently any system of books likely to be met with in practice. To this end he is not required to memorize exact business forms, but is taught to reason for himself, to analyze complex transactions, and to think accurately and methodically on commercial subjects.

Second-year class.—Number of pupils, 125.

The work of the second year class was a continuation of the double-entry method. The practical exercises in Goodwin's Business Manual were first taken up and gone over carefully during the first and second quarters that the pupils might fully and clearly understand the fundamental principles of bookkeeping in all its details. In the third and fourth quarters pupils were given ample training in difficult journal entries. They were required to rectify deranged ledgers, to work an internal-revenue set, to make balance sheets, and to originate entries and sets of books suited to different kinds of business. Throughout the course pupils were required to draw the different forms of business paper arising out of the transactions.

ENGLISH.

First-year class.—Number of pupils, 346.

In the first-year class in English, Lockwood's English Lessons was used as the text-book during the first quarter, especial attention being given to the chapters on sentences, common errors in the use of English, punctuation, capitals, and composition.

This was supplemented by much oral and written composition, chiefly description, especial attention being paid to structure (or outlining) and expression. Some work was also done in reproduction and paraphrasing, and many exercises given in writing business letters and business forms.

The second quarter's work was chiefly in narration. No text-book was used, but rules and principles taken from Genung, A. S. Hill, J. D. Hill, Scott and Denney's Paragraph Writing, and W. B. Powell's How to Write were given the classes and used as a guide in written work and in criticism. Irving's Legend of Sleepy Hollow was read, outlined, and portions selected to illustrate rules and serve as a guide in narration. Careful attention was given to paragraph structure and the development of topics.

During the third quarter exposition was taught. Rules taken from

the same authorities as above were applied to all work. The subjects written upon were, as far as possible, closely connected with book-keeping and business practice, and much outside work was required in studying the subjects assigned.

The work of the fourth quarter was founded on Webster's Oration on Adams and Jefferson. Biographies were written and the work was studied for style, paragraph structure, figures of speech, etc. Historical setting and allusions were carefully studied and the whole work carefully outlined. Essays were written upon subjects suggested by the Oration and the pupils encouraged to commit to memory what they considered to be the best part of the Oration, giving reasons for their selection and writing a paraphrase on that portion.

During the third and fourth quarters one recitation a week was given to oral work upon topics from the newspapers, these topics being assigned several days before the recitation and the class being expected to prepare, from the papers, a talk upon the subjects assigned to be given orally from brief notes. In connection with this a bulletin board of news was kept in each room.

The aim was throughout the course to cultivate the pupils' power of oral and written expression.

Second-year class.—Number of pupils, 130.

The energy of the teacher was directed toward developing the pupil's power of oral and written expression. Clear thought is the natural precursor of clear language. In order to foster logical mental processes, the pupils were encouraged to give careful attention to simple objects, events and ideas.

The first and second quarters were devoted to description and narration, these forms of composition being studied both in principle and practice. This work was supplemented by the study of Irving's Sketch Book, by paraphrases, abstracts, and amplification of poems and other selections by standard authors.

The third and fourth quarters were given to the study of exposition. Special care was put upon paragraphing. As illustrating this work Webster's Reply to Hayne and the Bunker Hill Oration were read. Later, Macaulay's Essays on Warren Hastings and Lord Clive were made the subject of careful investigation into diction, figures, style, and paragraphing.

SHORTHAND.

First-year class.—Number of pupils, 330.

The first book studied by the first-year pupils was Barnes's Shorthand Manual. This book was used because it presents the Pitman system of shorthand in a clear and concise manner. Particular attention was paid to the pronunciation of the important sounds of the English language and the logical development of the subject, so that shorthand in the first year of the school is made not only a practical study, but

also a training of the mind. Much attention was paid to neatness and careful arrangement of all work.

The pupils commenced the study of the Reporters' Companion about the beginning of the third quarter. In connection with the study of the word signs and phrases, they were required to write in shorthand and transcribe on the typewriter two of the essays in the book, embodying all of the important principles of the subject. A number of letters were dictated during the fourth quarter. Much attention was paid to the legibility of the notes, the pupils being required to read or transcribe, criticise, correct, and practice all matter written by them, thus encouraging careful work and giving all an opportunity to make accurate notes and transcriptions.

Second-year class.—Number of pupils, 123.

The work began with a general review of principles, followed by a course in business letters; this in turn was succeeded by a very practical drill in parliamentary proceedings, pupils assuming the character of members of a parliamentary body while reading their notes. After this, general law work was dictated, varied occasionally by other business forms. Each pupil was required to transcribe on the typewriter as large a part of his shorthand notes as time would allow, thus combining in teaching shorthand and typewriting.

Throughout the entire course the endeavor was to obtain accuracy and neatness rather than speed, but at the end of the course pupils were able to write with sufficient rapidity to take ordinary office dictation. This is proved by the large proportion of graduates who obtained positions as typewriters and stenographers soon after leaving school.

Besides the economical value of the subject and its excellence as a source of mental discipline, the pupils, as a rule, have been much improved in spelling, punctuation, pronunciation, and the formal requisites of composition.

COMMERCIAL GEOGRAPHY.

Second-year class.—Number of pupils, 124.

The object of this study is to present many facts of practical value bearing upon the active commercial questions of the day.

After a brief review of mathematical, physical, and descriptive geography, the staple commodities of the world's commerce were considered at length. The industries and commerce of the United States were studied in detail, and those of other countries in the order of the importance of their commerce with the United States.

The only change in the plan of study was, if possible, to give greater prominence to the questions of the day as affecting the development of the commerce of the United States. The commercial treaties of Russia with Germany, the rapid development of Argentine as a wheat country, the cotton production of India and Egypt, affairs in Brazil and in Bluefields were among the subjects discussed in class. Mere memoriz-

ing of facts was discouraged, as the data of this study are constantly changing. The students were required to account, as far as possible, for the rapid decline of commerce in some sections of the world and its growth in others, thus developing their reasoning faculties and powers of selection and comparison. Much original work on topics assigned was required.

Thanks are due to various bureaus of the Government for continued courtesy in sending their publications. The consular reports, particularly, have been of great service.

COMMERCIAL LAW.

Second-year class.—Number of pupils, 124.

The object of this course is to give every student, as a possible business man, such a knowledge of the principles of law as every man of affairs should possess.

No change of any importance was made in the plan of study during the past year. If possible, during the coming year more attention will be paid to the law of real property. Renting, leasing, and other law forms of the District will be used to familiarize the student with the method of drawing appropriate papers. The plan followed this year was as follows: After study of the sources from which law is derived the relations of national and state law and of constitutional, statute, and common law were studied. The study of the law of contracts in its application to commercial paper, agency, insurance, partnership, transportation, and the law of common carriers followed. On a statement of certain hypothetical facts the students were required to draw the papers appropriate to the case, in order to acquaint themselves with the forms of the more common business papers and contracts. In those cases in which no established forms were necessary the necessity of clearness of statement and freedom from ambiguity was insisted upon. Recent important decisions in commercial law were discussed in class, and the students were required to give, if possible, the principles upon which these decisions were based. After a general review of each topic their knowledge was tried by a series of test cases and the reason required for the answers given.

MECHANICAL DRAWING.

The work in drawing embraced both free-hand and mechanical exercises.

The free-hand drawing of the first year consisted chiefly of pencil sketches of geometric solids, vases, doorways, towers, etc., always directly from the objects themselves. The second year free-hand work was done chiefly in charcoal, from casts.

The instrumental work in the first year comprised geometric problems, orthographic projections, and architectural drawings; in the second year, orthographic projections, mechanical perspective, and simple machine drawings.

PENMANSHIP.

First-year class.—Number of pupils, 340.

Since most of the pupils had acquired a fixed style of handwriting no effort was made to follow any one system of penmanship, but the endeavor was chiefly to give the pupils ease in writing legibly and with a fair degree of speed. During parts of the course common business forms were used as matter for practice.

SPELLING.

First-year class.—Number of pupils, 340.

As a separate subject, spelling was taught one hour a week in each section. The object of the instruction was to cultivate a habit of quick and accurate observation and a pride in correct spelling. The teacher made her own spelling book, suitable to the needs of the class, from lists furnished by the teachers of the various subjects. There has been a decided improvement in the spelling of the pupils during the last year, due largely to the earnest efforts of teachers of all subjects to remedy the defect, as well as to the regular spelling lessons.

TYPEWRITING.

First-year class.—Number of pupils, 225.

The work of the first-year pupils consisted of typewriting for the first two quarters the exercises contained in Barnes's Typewriting Manual, fingering and arrangement of work receiving special attention. Pupils were gradually taught the name and uses of various parts of the machine, and each pupil was required to clean his machine about once every two weeks. The last two quarters were occupied in transcribing shorthand notes: first, a list of the rules and suggestions relating to typewriting work, then a transcription of letters and speeches dictated by the shorthand teacher. The object of the work was to attain neatness and accuracy.

Pupils were required to present papers that were as nearly perfect as possible.

Second-year class.—Number of pupils, 134.

The work of the second-year pupils consisted almost entirely of the transcription of shorthand notes. This transcription included speeches and parliamentary proceedings, letters, and legal forms. To insure neatness and care on the part of the pupil, he was required to make a carbon copy of all work done by him, and to present his work to the teacher neatly and properly bound and indorsed.

GENERAL.

For the second-year boys of the Business school a debating club was organized in the early part of the third quarter. The design was to encourage fluency in oral discourse, and, by means of members' fees, to obtain a library of current literature. This club was carried on entirely

by the students; officers, committees, bills, and magazines being left entirely to their own selection. The interest in these debates and the improvement in the oratorical ability of the pupils insure the continuance of the club.

A similar organization, consisting of twenty of the first-year girls, existed during the last half of the school year. The members of this society attained such fluency of expression and ease of bearing that they gave a very creditable debate at one of the school entertainments.

An analogous society existed among the second-year girls, supplementary to the commercial geography class, for the study of current topics. This class was held once a week, consisting of all the girls in the second year. They were divided into sections. Each section in turn was required to take charge for the hour, furnish subjects for discussion, and answer all questions on the subject discussed. The interest manifested was very great, and many formed the habit of reading the newspapers intelligently and connecting events occurring now with the past history of our own and other nations.

SCHOLARSHIPS.

The successful competitors for the scholarships, the gifts of the school, allotted by competitive examination and for superior rank throughout the course, were as follows:

Miss Anna C. Kelton, of the Central high school, received the Kendall scholarship at Columbian University, from the combined results of her school record and competitive examination.

Miss Daisy M. Bartlett, of the Eastern school, received a scholarship in the Womans' College, Baltimore, the award being determined on the record received at the high school.

Miss E. R. House, of the Central high school, received the King scholarship at Dickinson College on the basis of her school record.

Mr. J. W. Hart, of the Eastern high school, was awarded the National medical scholarship upon his record in the school.

The Georgetown medical scholarship was not assigned.

LIBRARY.

The library was opened for the use of pupils about the 1st of October. "Library Instructions" at once aroused enthusiasm, and each day of the year which ensued has demonstrated the fact that the library is regarded by pupils as the most attractive department of the school. At the Central school \$400 were expended for new books, at the Eastern, \$200, at the Western, \$200, and at the Business school, \$200. A continuation of this generous policy is most earnestly recommended. Until the free public library shall be established and well equipped, the need of school libraries is imperative. No expenditure of school money brings a larger educational return.

Most of the proceeds of the entertainments given by the Business

school this year were applied to the purchase of a piano. About \$175, however, was expended in obtaining dictionaries and gazetteers for the various sections.

MILITARY DRILL.

Nine companies of cadets, forming a regiment, were organized at the beginning of the school term. The Central school had four companies, the Eastern two, the Western one, and the Business two.

The competitive drill was held this year at the National Baseball Park, Seventh and Boundary streets. The drill occupied two days, the Second Battalion drilling on May 24, and the First Battalion on May 25. Company D, of the first Battalion, was determined the "prize" company and was presented with the prize flag and ribbons at the close of the drill.

The final drill and dress parade of the cadets took place on the White Lot on June 13. The Marine Band was in attendance, and the firings were executed with blank cartridges, each cadet being provided with twenty rounds.

LECTURES.

CENTRAL SCHOOL.

September 28, Mr. W. B. Powell addressed all high-school teachers on Development of Mental Strength.

Rev. John Coleman, of New York, lectured to pupils on February 13 on England, Some Literary Places, and Some Antiquities.

March 15, Mr. W. B. Powell spoke to the teachers of the high schools on the English Verb.

During the months of February and March Prof. C. Fontaine delivered a series of French lectures at the Central high school.

Dr. William Bernhardt gave a series of lectures at the Eastern high school during the month of March on the most characteristic phases of German literature in the nineteenth century.

EASTERN SCHOOL.

Prof. Charles E. Munroe, of Columbian University, gave a most interesting talk to the pupils of the school on the subject, The Application of Chemistry in General, and Explosives. Professor Munroe's interest in the school has been further manifested by his offer of a gold medal of honor to be awarded to the student of the Washington High School who shall pass the best examination in chemistry for admission to Columbian University next year.

Prince John Nouri, archdeacon of Babylon, visited the school and spoke upon the subject of Ancient Remains in the East, and expressed his great pleasure in observing the workings of educational systems in America.

Prof. L. D. Lodge, of Columbian University, gave an inspiring talk to pupils upon the subject, The Value of a Study of the Classics.

WESTERN SCHOOL.

October 27, Rev. Dr. Post, missionary to Syria, lectured upon Palestine.

November 6, Mr. B. H. Warner delivered a practical address upon What to do in Emergencies.

January 10, Professor Bigelow lectured upon the work of the Weather Bureau.

February 5, Rev. Mr. Langille lectured upon Las Casas and the Indians.

February 12, Rev. Mr. Coleman lectured upon Cathedral Towns in England.

February 19, Dr. Clara Bliss Finley talked to the girls upon Health as the Outgrowth of Dress Reform.

March 21, Miss Adelia Gates gave an interesting lecture upon The Two Arcadias.

April 24, Professor Monroe lectured upon What's in a Wood Pile.

ENTERTAINMENTS.

CENTRAL SCHOOL.

December 22, the pupils assembled in the exhibition hall for Christmas entertainment. Music and reading and recitations composed the program.

January 24, rhetorical were given in the hall. Scenes from Merchant of Venice and Pyramus and Thisbe were given.

February 28, a party of Esquimaux, in charge of Colonel Bruce, visited the school, giving a brief exhibition of songs, native speeches, etc., in the exhibition hall.

March 21, the first of a series of musicales was given in the hall. Compositions of Chopin and Schubert were rendered.

April 11, a second musicale was given in the hall. Compositions of Schumann and Gounod were rendered.

June 14, a Latin entertainment was given by pupils of the third and fourth year classes. Characters and scenes from Virgil were represented.

EASTERN SCHOOL.

On April 26 exercises were held in commemoration of the anniversary of the battle of Lexington. After appropriate exercises on the part of the pupils, addresses were made by Mr. W. B. Powell, superintendent of schools, and Mr. H. D. Slater, of Public Opinion. After the exercises Mr. Slater organized, from among the pupils, a Current Topic Association, which has done good work.

The entertainment just before the Christmas holidays, given by the pupils of the school, included a rendition of scenes from As You Like It and Much Ado About Nothing. By invitation of Dr. A. H. Witmer,

the entertainment was repeated three weeks later for the pleasure of the inmates of St. Elizabeth's Asylum.

On June 1 an entertainment was given with the assistance of the Washington Shakespeare Club, who, with generous courtesy, aided the school in the presentation of a burlesque.

The third-year class held class day exercises on the evening of June 20th in the school hall. The preparations evinced remarkable enterprise. The programme presented by members of the class and other persons interested in school work was of a high order of interest.

It should be added that on Tuesday mornings, at the regular assembling of the school for opening exercises in the exhibition hall, there have been speeches given by members of the graduating classes on subjects which they themselves have chosen and on which they have prepared original productions.

WESTERN SCHOOL.

October 24, Mr. Arthur Mayo gave a piano recital in the hall.

December 19 and 20, an entertainment was given by the students to increase the piano fund. As it was found impossible to use the Curtis Hall for the entertainment, through the courtesy of the trustees of Linticum Institute, Linticum Hall was secured for two nights without charge.

December 22, appropriate Christmas exercises were held in the hall.

April 2, the annual Dickens party took place. One hundred and thirty students appeared in costume, representing characters from all of Dickens's novels. The stage program consisted of the introduction of the characters by Miss Etta Hanger, the reading of selections from Dickens by Mrs. J. H. Walton, and solos by Miss Cecilia Sullivan. At its conclusion refreshments were served, the pupils and their guests enjoying the time socially till 11 o'clock.

May 11, a musicale was given for the benefit of the Teachers' Annuity and Aid Association by Mr. Arthur Mayo, pianist, Mr. Anton Kaspar, violinist, and Miss Cecilia Sullivan, soprano.

June 20, appropriate closing exercises were held in the hall, Dr. A. D. Mayo delivering the address.

CONCLUSION.

In conclusion, the principals of the branch schools, Miss Westcott, Mr. Sites, Mr. Davis, and myself, wish to express our appreciation of the many kindnesses of the superintendent, and of the numerous courtesies shown the schools and to us by Mr. J. J. Darlington, chairman of the high and normal school committee, and his associates, Mr. J. W. Whipple, Mr. J. H. Wilson and Mr. P. T. Bowen.

Very respectfully,

F. R. LANE.

JUNE 30, 1894.

NORMAL SCHOOL.

WASHINGTON, *June 30, 1894.*

DEAR SIR: The following report of the work of the Washington Normal School for the year ending June 30, 1894, is herewith respectfully submitted:

The aim of this institution, stated in the most general manner, is to supply the primary grades of the public schools with trained teachers. It is here that pupil-teachers are carefully prepared to take the young children of this whole city in their first little journey into the world. It is the primary teacher who initiates them into definite purposeful habits of thought and of action. He it is who must abound in information, knowledge, culture, and professional skill in order to make the beginning of education a sure foundation for strong and right development thereafter. It is the office of the normal school to strengthen and increase the knowledge of the pupil-teachers, to broaden their culture, and to train them into professional power for this important work.

In addition to this, in order to teach the primary grades intelligently and economically, the young teacher must have a thorough understanding of the relations existing among the different parts of the school system. He must know the bearings of the lower grades upon the higher ones, upon the high school, and upon life beyond the average school term, so that each day's endeavor may cast its weight strongly and practically for future ability and power to the pupil. It is a part of the function of the normal school to lead its pupil teachers to a clear understanding of the relations to one another of the different parts of the entire system.

Still further, the primary teacher must know the spirit of the particular system of which he is a part. This he must possess to enable him to interpret and to execute plans in accord with the purpose of the directive power, thus doing his part to make the system a perfect unit of harmony and strength. One of the offices of the normal school is to place its pupil teachers in touch with this spirit which marks and shapes the work of the schools.

This, in outline, is the purpose and function of the normal school. Its direct influence upon the character of the entire community gives it an importance which bespeaks for it all the conditions for a successful issue. These conditions are, first, the sources of strength within itself, which result from perfect adaptation of plan to the purpose for which it exists. They are shown, in general, by its organization, by the time allowed for the work, and by the character and efficiency of the teachers chosen to conduct the school. Again, there are, aside from this inherent means of strength, certain external sources of power without the use of which this most important department sustains heavy loss. A normal school holds certain relations to the other branches of the system of which it is a part. The recognition of these relations facilitates its work and increases its usefulness.

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The fact that its pupil teachers are being prepared to execute and to perpetuate the educational ideas maintained by the head of that system, gives it the place closest to that directive power for the perfect understanding of those ideas since they are to form the basis of the training of these pupil-teachers. The normal school must stand close to the head for direction, for inspiration as well, for immediate knowledge of all progressive measures and of all reformatory actions, since it is yearly sending out the means by which the controlling power materializes its plan.

Products of a normal school are scattered throughout a system applying their professional training with greater or less power. These teachers receive supervision and direction at the hands of certain officials whose duty it is to so direct and supervise. This body of supervisors can do much toward increasing the efficiency of a normal school and toward eventually diminishing its own labor by putting itself as a whole into frank and close communication with the head of that institution. In this way alone can a knowledge of special requirements and of special delinquencies be secured. In this way alone can a normal school meet the demands made upon it with any great degree of exactness.

When in a city system of schools pupils pass from a high school into a normal school there are definite relations existing between the heads of these institutions the acknowledgment of which as a basis for action secures a body of pupils for training comparatively free from physical, moral, and intellectual blemish, and correspondingly full of promise to the profession and to the schools.

With no less than both these internal and external sources of power can a normal school live up to the full measure of that for which it was created and for which it exists.

ORGANIZATION.

The normal school for the year just ended was composed of the teaching force, the normal class, and the schools for practice in which the pupil teachers received an experimental knowledge of their profession. Half of the school was placed in the Franklin Building, on Thirteenth and K streets NW., and the other half at the Dennison Building, on S street NW. The disadvantages of this division have not disappeared by trial and time. By this plan the principal of the normal school was compelled to duplicate all of her work, teaching one section one day and the other section on the day following.

Eight hours a week were all that could be realized for this teaching, an amount of time insufficient by half or more for the accomplishment of that which was required. This was a direct loss to the teachers in training. Another loss to them, resulting from a division of the school, was that they were shut out from the influence and instruction of a part of the faculty. Some pupil-teachers would have had a much less

doubtful success in the normal school if they could have come under the influence of just those teachers from whom they were separated. All would have had a much broader, more thorough, more comprehensive training by the union of the two parts of the school. By direction the two sections were kept apart.

This continued separation gradually developed an exclusiveness, a narrowness of spirit on the part of each section, which, surely and naturally, passed into a sectional rivalry degrading to the individual and most pernicious in its influence on the unity, the dignity, and the strength of the normal school. Another, though slighter, difficulty arising from this division was in connection with the assignment of the pupil-teachers to the two sections. Each year requests come to the principal, and sometimes these are carried past her to the superintendent, for a change in the assignment to allow pupils to pass into the sections to which they were not originally appointed. This readjustment always means an unnecessary waste of time and energy, probable annoyance, and sometimes final dissatisfaction.

The normal school, including the practice department and the class of pupil-teachers, numbers about 450 pupils. It is recommended that its efficiency be increased by setting apart or constructing a twelve-room building for the exclusive use of this department of the school system.

TEACHERS.

The teaching corps was the same as that of the preceding year. This consisted of the principal of the school, two training teachers, and four practice teachers. Instruction in the special subjects of music, health, and drawing was given to the normal class by the general directors of these subjects or by their assistants. This seemed a sufficiently strong force. A larger number of teachers, by more constant supervision of each pupil-teacher, would have secured more polished work, but this would have resulted, doubtless, in a sacrifice of strength to the teachers receiving training.

PUPILS.

Fifty-two pupils were admitted to the normal school upon the regularly prescribed terms of admission—graduation from the high school and the successful outcome of a competitive examination. Forty-nine were graduated.

APPLIANCES.

In the normal school subjects should be presented in ways that have grown out of a psychological basis. This must be done by all of the teachers at all times, so that the pupil-teachers may have, both by direct and by indirect teaching, the foundation and example for the right professional habit in this direction. For much of this work appli-

ances in the form of an apparatus for experimentation, charts, and books are needed.

Along this line the normal school was somewhat destitute, its equipment consisting of two microscopes, a few physiological models, and not more than half a dozen books of any value to it. This meagerness of supply crippled the work of the school by causing delay, misplacement, or abandonment of work through a failure to secure proper apparatus, or a failure to secure it when needed. Simple appliances for experiments in elementary physics, a larger supply of microscopes, and a small library of good books for the exclusive use of the school would economize time and increase the scope and thoroughness of the work.

NORMAL CLASS WORK.

The work in the class room was divided into the following parts:

- (1) Testing and reviewing knowledge of facts.
- (2) Synthesizing parts to build entireties and analyzing these to determine relations and interdependence of parts.
- (3) Establishing a practical psychological basis of teaching.
- (4) Making a course of study.
- (5) Discussing ways and means of presenting subjects.

The first of these points consisted of a study and a review of the subjects taught in the grades of the public schools. Wherever knowledge of any subject, or part of a subject, was either wanting or uncertain, wherever the foundations had been laid by didactic work, the defect was made good by development or re-presenting to renew and strengthen the weakened impression. Much work of this kind was found necessary. Knowledge from the student's standpoint usually falls far short when considered from the teacher's point of view. The logical, scientific treatment of nature study in the graded schools increased the academic work of the normal school, as many of the pupil teachers had not taken the nature subjects in the high school.

Language, in its two divisions of composition and grammar; geography, including a study of botany, zoology, outlines of geology, and weather phenomena; arithmetic, reading, spelling, and penmanship, with the special subjects of music, health, and drawing, were taught in the normal school.

The second point of study consisted of gathering the divisions of a subject into a logical unit, the relations of whose parts were studied to give the pupil-teachers the power to determine values, to distinguish essentials from nonessentials, and to give them a sense of proportion, making a basis for balanced symmetrical plans and execution. The larger relations binding subjects together were studied, giving rise to an appreciation of unification of work.

The third point, which was almost wholly experimental in its treatment, was considered as exhaustively as the time allowed for it and the practical issues warranted. It consisted of a study of the two sources

of information—original and derived—in their nature, and their value and place in the education of the child. Attention to the most obvious relations existing between the mind and body of the child, with the practical bearing of this knowledge upon teaching, was followed by a short study of the nature and development of the mental faculties in their relation to education. It seemed best to put the pupil-teachers, as much as possible, in contact with the child mind as their source of information. A few simple books on pedagogy were read by the class.

With a knowledge of the subject-matter and a practical, everyday knowledge of the mind of the child, as a basis, the pupil-teachers planned a course of study which was compared with the one used in the schools for the sake of measuring and confirming their theoretical work.

Methods were given chiefly by means of lessons followed by an analysis of these to determine their purpose, the parts composing the subject, the relative value of these parts and the unity, or singleness of purpose, shown in the work. Suggestive lessons were frequently given by different members of the faculty.

The amount to be accomplished, the division of the school, and the shortness of the course narrowed the work of the school to a preparation for teaching in the first five grades only. It seems necessary that the pupil-teachers be trained to teach in all of the grades of the school system.

THE PRACTICE SCHOOLS.

This department was composed of ten schools. By increasing the number of first grades from two to four the facilities for practice in the grade to which most of the graduates are assigned were correspondingly increased. The remaining six schools were made up, two schools in each of the grades, from the second to the fourth, inclusive. All of these were taught by the pupil-teachers under the direction and supervision of the training and practice teachers. Every pupil had practice in the first grade and in at least two of the others. The training teachers, by dividing classes and in various other ways, greatly increased the opportunities for practice for the pupil-teachers. The work of the practice schools corresponded to that of the same grades of the other city schools. The condition of the pupils in this department at the end of the year was satisfactory, comparing very favorably with that of children taught outside of the normal school.

CLOSING EXERCISES.

The closing exercises were simple and informal, and were therefore correspondingly pleasant. Pupils of the school, with their immediate friends, the faculty of the normal school, the superintendent and other members of the board of education, the supervisors, and a few others, met at the Franklin school, when addresses by Hon. W. B. Powell, Dr.

F. R. Lane, Mr. J. T. Freeman, and Dr. A. H. Witmer, with music by Mr. Anton Kaspar and Mr. Arthur Mayo, gave pleasure, encouragement, and commendation to the graduating class. The diplomas were given by Dr. A. H. Witmer.

On behalf of our faculty, permit me to make grateful acknowledgments for your interest in the normal school.

Respectfully,

IDA GILBERT MYERS, *Principal.*

Hon. W. B. POWELL,
Superintendent of Public Schools.

DRAWING.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: The school year of 1893-'94 was such a busy one for teachers that art had something of a struggle. I think, however, it will be conceded that it suffered no loss anywhere, while in some parts of the course unusually good results were secured.

The principal effort of the year was directed toward putting new life into representation. The observation and expression of light and shade had the previous year been thoroughly incorporated into the course from the fifth to the eighth grade, both inclusive. It was felt to be necessary while keeping this work up to the standard already attained to enlarge the scope of representation, which was in danger of falling into lines of work that were too restricted. This was being remedied in lower grades through the application of drawing to science work. It had also been accomplished in construction and decoration through its application to that part of the work which is technically known as manual training. Much was accomplished in this most important field of work. Gratifying results in plant forms, the variety of subjects represented in modeling, and the drawing of groups of objects of various kinds in the schoolroom all gave evidence of progress in this direction.

Yet the general result was too largely that the pupil believed he could draw nothing but the special objects that he had been taught to draw, and if requested to represent something else failed to apply acquired skill or knowledge of principles.

The attempt to more effectually counteract this tendency was initiated by a series of lessons given to teachers suggesting methods of training that it was hoped would lead to the desired result.

Without going into the details of the methods suggested, it may be sufficient to say that the first was by means of observation lessons on the geometric solids, in various positions. These lessons included oral expression and rapid sketching on blackboard and paper.

The second was the immediate application of that which had been

learned through work on the solids to objects in the schoolroom, as inside window shutters, doors, pictures, and corners of the room.

The third exercise consisted of drawings made from the windows of the school building. There is scarcely a schoolroom window in Washington from which some subject can not be selected for study, as tower, steeple, gable, balcony, or an entire building, simple in construction and with surroundings that are picturesque. Sometimes the corner of a fence or wall supplies the subject. This, of course, is individual work, but often a whole section can be employed in this way at one time, as the pupils need not be entirely confined to their own schoolroom. An exercise of this kind has the advantage of being, when it is desired, under the direct supervision of the teacher.

The fourth exercise was the making of drawings at home, accompanying each when presented with a written description of the position of the observer and other important data.

In the spring outdoor sketches were encouraged. In many schools they were required. Sometimes a class was taken out by the regular or a special teacher. In some instances pupils in the seventh and eighth grades were allowed to go in small groups in the immediate vicinity of the building to return in an hour with sketches.

Twenty-four meetings of teachers were held in connection with this work, four in each of the six city divisions.

Eighteen lessons were given for third and fourth grade teachers on the illustrative drawing connected with the science work of these grades. These lessons were given in the normal schoolrooms by use of materials provided for normal school instruction.

Two meetings of fifth-grade teachers were held, one at the Franklin and the other at the Towers school, for considering the cultivation of the color sense. In the color work I was greatly aided by the charming little book, issued by the Prang Educational Company, entitled *Suggestions for Instruction in Color*. Directions and suggestions for first, second, and third grade work were given in three of the series of monthly meetings held by the supervisor of primary grades.

After consultation it was thought desirable to provide a course in drawing for the schools consisting of different grades, for the purpose of economizing time in teaching the subject. It was found that the teachers of these schools were unable to coordinate the graded work for profitable presentation to several grades at a time, because they were too strongly inclined to keep separate the work of each grade.

The use of Prang's shorter course as a text-book seemed to be the best solution of the problem, and this was accordingly adopted for ungraded schools. In the application of this new scheme one or two exceptions were made in schools containing only seventh and eighth grades, but it is questionable whether these concessions were advisable.

Three meetings of the teachers of each of the two divisions were held during the year.

HIGH SCHOOLS.

Before the publication of this report a new arrangement of the course of study in the high schools will be in use. By this new course the pupils of the first and second years will be given general art culture, by connecting their exercises in free-hand and instrumental drawing with both historic and modern art forms, through lectures, bibliography, study at the museum and art gallery, and study of the best examples of architecture and ornaments furnished by our surroundings.

In the third and fourth years the study itself and the course are put upon an elective basis in accordance with the high-school curriculum, which provides different courses of study for those having different aims in life. In planning the drawing course we have endeavored to meet all demands so far as they have reference to definite lines of work and can be harmonized with the general organization of the school.

NORMAL SCHOOL.

The course in illustrative drawing given to the pupils of the normal school was made to coincide with the science work as to the order in which the subjects were taken up.

The subjects were buds, branches, foliage, and fruits, from nature; insects from living and preserved specimens; birds from stuffed specimens; domestic animals from living specimens in the schoolroom and home observation; other animals from studies at the Zoological Garden and the museum; the human figure from life; geographical work from observation during excursions made for this purpose. These subjects were studied as to parts, wholes, and environment.

As one end to be attained was facility of expression with the chalk on the blackboard, these were the materials principally used, the drawings being made directly from the objects or from pencil memoranda of field observations.

Charcoal charts on paper, to show development or environment, were also made for use in the schoolroom.

The pupils gave evidence of very decided improvement at the close of the year.

A fear has been growing in the minds of many persons that there is a tendency in our public schools to give too little attention to the art idea, as it is designated; that courses of study are merely courses of study in drawing subservient to manual industries or scientific work, as the case may be.

It seems to me that the general trend of work in our schools is in the opposite direction. We are and have always been confronted with this danger in some form. It comes not so much from courses of study as from the lack of art culture in those who carry them out.

The art idea is a spirit that with its magic touch infuses life into the dead form, and unless either teacher or pupil possess it, it will not be

imparted through or received from any course of study. Our hope is in the general increase of this culture, which touching both teacher and pupil is gradually raising the standard.

That this increase has been marvelous anyone who can look backward twenty years must acknowledge. The growth of the art idea in the Washington schools has been so marked that I think we need not fear its elimination. Our special teachers love the art for its own sake, and do not cease to study for their own advancement while teaching. Many of the regular teachers have, because of their love of the subject, supplemented their high and normal school training by study in the art schools.

The latest fear expressed is from the increase of science work in the schools and the dread of a too exclusive study from the natural instead of the art form. This last dread seems a little strange when we consider that the almost universal advice given by the artist to the student is to go to nature. It is true there is danger here as everywhere, but I think less than in the mechanical copying of art forms whose subtle spirit the pupil does not feel, and whose perfect forms he has not skill to imitate.

The child is at least nearer to a life that he feels, and feeling it he will be more apt to give some expression to it, imperfect though it may be.

The long training of the hand and the fine culture necessary to the reproduction and appreciation of a standard example of fine art would seem to imply that these studies as examples for drawing should be taken up at a later stage of development. It is not my present purpose, however, to discuss this question. The subject I have in hand is the development of the art idea through nature study. Having asserted that the art idea is developed through nature study as conducted in our Washington schools, I have been asked to explain how.

I would premise that the result of nature study is that the child, through observation, gains a knowledge of the structure of plants and animals which are subjects of daily observation and becomes interested in their homes, habits, and perfect adaptation to environment; he is also, through excursions, made acquainted with many facts relating to the formation of the earth's surface and the processes by which such effects are produced. He is encouraged and guided to the expression of the results of his observation in good English, oral and written, and also of those childlike conceptions of phenomena which invest all his surroundings with life and prompt him to weave his ideas into story.

But there is a graphic language by means of which many of these ideas may be expressed, and under the guidance of this study we train him in this form of expression.

The record is indeed a childish one; he can not make an elaborate and refined drawing that would satisfy an artist or a scientist, for he is neither the one nor the other. He is striving to see and struggling to express. What shall he be led to do that will show to both scientific

draftsman and artist that he has a definite aim—the same for which they are striving—to express graphically the leading ideas in his mind at the time?

An example from experience may make this clear:

The class is studying the formation of soil from rock. They are taken where a cut is made through a hill for the purpose of lowering the grade of a street. The child actually sees a section that shows the process of soil formation. He is also confronted with a bit that an artist would be delighted to portray. The large rocks at the base, the gradual breaking up into smaller bits intermingled with soil, the layer of soil, with the vegetation crowning all, the roots of the trees and bushes struggling through, and the fringe of overhanging vines. As his excursions are arranged in the spring and fall he sees all this in its most beautiful aspect. But the leading idea in his mind, which he is to express, is this wonderful transformation of rock to soil.

An untrained adult would sit down in despair before such a piece of work, but we do wrong to imagine this to be the child's condition of mind, unless his impulse to express has been suppressed. He says there are big stones, and he fearlessly makes them; little ones, and he gets that idea down in some shape; he represents the soil or perhaps hesitates and informs his teacher that he does not know how to show this. She shows him on her own paper how she would handle the pencil to produce the effect. If he is advanced enough to feel dissatisfied with his drawing he is shown that there is something which he has not seen, as that the divisions between the stones are darker than the stones and broader than he has made them, etc.

Or the lesson is in the schoolroom; the subject, leaves. The children have studied leaves. For the drawing lesson the teacher selects subjects suited to the capacities of those taught. She asks them to tell her with the pencil something about the leaf, perhaps simply its shape or the shape of its stem and midrib, and if the leaf is near the child, its size. At another time the shape and color, or in a large leaf the veins that can be seen at a distance. I will not add more details of method. It is evident that the thought in all this work of recording is selection and concentration of purpose, without which no artistic expression is possible. It is through this power that vague impressions become defined, that chaos is resolved into form.

The highest reach of the graphic art is to express the life in some of its manifestations through form and color. How can we better begin the cultivation of this power or the appreciation of it in others than by calling the attention to its expression in natural forms? This flower or leaf is graceful, or its qualities are strength and vigor. What is it that gives expression to these qualities, the curvature or straightness of the stalk, or the angle at which the flower, or leaf is poised upon it? You must get this or your drawing will not express the character of the flower or leaf.

This tree branch, the fixed and rugged character of the older growth,

the grace and delicacy of the new shoots, the untiring aspiration which year by year puts forth new twigs ever striving upward and outward; what is it gives this almost human expression? Does your drawing, with its straight tapering stems, give any such expression? No; because its character is manifested through its law of growth, and that you have not shown. Study this, and you will give life to your representation. When the student sees the possibility of thus expressing the inner life of the lower forms of creation he has laid the foundation for art expression and prepared his mind, so far as it is capable of such preparation, for seeing that the art form has an inner life, the ideal of its creator. He will look for it, appreciate it, and search for the means employed to express it.

To aid the imagination in primary work blackboard pictures and charts help to show the homes and habits of the insects, birds, and other animals studied. Stories are told in connection with these. The story is illustrated.

The children write similar stories, and illustrate them with their own sketches. In this work the children are left to express themselves in their own way according to ability already acquired. Their previous study of the subject is a great help to them in drawing the forms.

Respectfully submitted.

S. E. W. FULLER,
Directress of Drawing.

W. B. POWELL, *Superintendent.*

MANUAL TRAINING REPORT.

School year 1893-94.

WASHINGTON, *June 30, 1894.*

DEAR SIR: I offer the following general figures and comments concerning the work of the manual-training department for the year just ended:

Number of boys enrolled in the city shops from the seventh grade at the opening of school	880
Number of boys enrolled in the city shops from the eighth grade at the opening of school	687
Number of boys enrolled in the high school shops at the opening of school	195
Number of boys enrolled in the county shops from grades five to eight at the opening of school	142
Total enrollment at the opening of school	1,904
Total enrollment at the close of school	1,637
Average enrollment	1,770
Cost of maintaining four high school shops	\$1,776.94
Cost per pupil, high school shops, average enrollment, 189	9.40
Cost of maintaining ten city grammar school shops	1,976.21
Cost per pupil, city grammar school shops, average enrollment, 1,443	1.36
Cost of maintaining six county shops	199.09
Cost per pupil, county shops, average enrollment, 138	1.44
Total cost of maintaining all shops, including additions and repairs to tool equipments, and supplies for the year	3,952.24
Cost per pupil, average enrollment, 1,770	2.23

If it were possible, I would be glad to present for your review, in place of any written report, all the material results of the individual efforts of teachers and pupils. These results have astonished and delighted parents in hundreds of homes, as well as many friends and interested strangers who have visited our schools, especially during the recent closing days.

These results, however, are valuable to the teacher only because they are evidences of another as real though less material result. That this latter result exists, and that our system is each year gaining in ability to bring it about, I can confidently assure you. Young men who have received our training through the last five or six years of their school life here, are now scattered among the many high grade scientific and engineering schools. They freely, and in no uncertain terms, allot a fair share of the credit for their successful preparation and work to the advantages accruing from the manual training course. That these boys would have succeeded without manual training may be admitted. That they could have succeeded as well, could have benefited as fully by their subsequent study, could so easily and well have decided upon this course of study, they themselves deny.

There is a still more subtle result evidenced, principally in the cases of those who come to us with the greater need of an awakening and a reform in the matter of habits, which are the effect of breeding and surroundings. Daily the manual training instructor has opportunities to criticise and correct, opportunities arising largely from the nature of the work and seldom presented to the regular teacher.

Thus in various ways this manual feature of the public school course aids the older branches in building up and training solid capacity in the pupils, and in ways of its own gives an added value to the curriculum. The day when the intelligent investigator can doubt these statements, as applied to our Washington schools, is past. Every effort is now directed toward increasing, as far as possible, the efficiency of the means whereby they are made statements of fact.

I feel obliged in this connection to earnestly ask that the supervising corps give special attention to securing the utmost possible cooperation between regular teachers and the manual training instructors. By this request I do not mean to imply that such cooperation is generally lacking, quite the contrary; but the limit has not, I am sure, been reached. Where this personal cooperation of teachers does not exist, it is doubtful if, with those boys who need it most, the work of one materially assists the work of the other; and it is certain that the value, to such boys, of the manual work is reduced to a minimum.

The work in the grammar-school grades has been carried through in the steady, progressive manner which has characterized it so generally for two years past. The teachers are becoming more acute and confident, and are finding their way to a pedagogical basis for their methods of instruction. I would ask for them a substantial increase of salary.

I know of none more generally deserving, because of their responsibility, or the importance and the amount of work done.

Compared to the quality of the results reached for the first few years in the county, the work there is approaching a high state of excellence. This is especially gratifying, and I hope it will be possible at least to keep the standard which has been fixed. I wish to recommend the preparation of different and better facilities at Benning. The removal of the shop from the Benning school to the small building on the Anacostia road was a serious setback to all interests concerned, in what manner is too obvious to require mention. The best plan for improving the conditions, and suggested by the principal of the Benning school, is to erect a suitable building on the same lot with the last-named school. Such a building could accommodate both shop and kitchen, for the objections to the existing situation apply with greater force to the cooking school.

Regarding the introduction of drawings of shop exercises into the regular drawing work, it may be said to have been indicative of success in future, though not altogether so this year. This was due to the generally experimental character of the plan, in part, and in part to the lack of experience of both classes of teachers. Many of the drawbacks are clearly seen, and therefore the better and easier corrected. Further trial will undoubtedly show the value of the idea more fully.

In the high-school grades of the training the boys have been divided into two groups, those taking the work as a minor study for two hours a week, and those taking it as a major study for six hours a week. The whole number taking it comprised nearly 65 per cent of all the boys in the Central high school. Nearly a third of this number were in the six-hour group. There could be no better evidence that the incorporation of manual training as a prescribed study in the most suitable course would prove popular and valuable. It should be so treated as to be equally adapted and valuable to the most talented boy who may desire the fullest preparation for advanced work, and to him who seeks only to prepare himself "in a modern way for modern conditions." To meet the former requirements it must manifestly be kept on the highest possible plane. For the latter, the course can readily be made sufficiently elastic to allow a broader, more general training.

The standard shown by the results in the high-school manual training for the past year is high. The changes of teachers in the first-year work and the somewhat experimental character of the work of the six-hour boys in all years did not permit of more than a consistent advance, but the enlargement of the courses was along the right lines, and the same policy is advised for another year. The work is considered more in detail in the report on manual training in the Central high school.

Yours, respectfully,

J. A. CHAMBERLAIN, *Director.*

W. B. POWELL, *Superintendent.*

HEALTH EXERCISES.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: There is gratification in submitting this my fifth report of health exercises in the public schools, feeling that at the end of five years one is able to judge of the success and permanency of such work.

It has been our general aim to complement the work of those in authority who, by giving new commodious buildings, well lighted and ventilated, seek to make the schoolroom a place where all the conditions are favorable to health; a place where parents can send their children knowing that while at school they are living under healthful conditions.

It has been our special aim to let body growth keep pace with growth of mind. The alternation of mental and physical effort, whether that physical effort be singing, drawing, modeling, manual training, or physical exercises, is most essential to keep the equilibrium between mind and body.

Mere physical exercise however, does not secure that regular, systematic training of the body as a whole which we seek in our system of health exercises. Singing strengthens the vocal organs and lungs; drawing trains the hand and eye; manual training goes farther and besides training the eye and hand, strengthens the arm, etc. All such work as a means of training the whole body is but fragmentary, so to our health exercise do we look for such physical work as will round out the entire child.

The value of our system of health exercises in the schoolroom may be briefly considered under three heads: first, as a means of health; second, as a means of mental training; third, as a means of cultivation.

Tending toward health, relief from the constant sitting position is obtained, healthful positions are assumed and the habit of holding them formed, the circulation is quickened, muscles grow and are strengthened, internal organs are indirectly exercised, and all parts of the body are developed equally.

A series of movements calling into play all the groups of muscles, these movements being symmetrical and executed with precision, aids in bringing about an equal development of the brain desired. Exercise is thereby given to those motor centers which control movement. By precision the necessary brain center is called into action at will, and by symmetrical movements the corresponding brain centers on each side of the brain acting together, the two sides are developed equally. When conducted as a drill, our health exercises being generally executed to words of command or signals, become valuable as a means of training the nerve centers. These centers acting when a movement is made, when that movement is repeated will act with more exactness, thereby forming habits. Thus control over the muscles and their obedience to the will is secured.

These exercises carefully selected, presented in a methodical way, and given with regularity, become an important factor in the work of culti-

vation, the aim of all true education. Under this head the formation of correct habits of poise of body while standing, carriage of the body while walking, economy of movement essential to grace, quietness of manner, all tend to esthetic culture and refinement which are of no small import in their reflex effect upon character.

Each health lesson, containing its set of exercises for each part of the body, is planned to occupy about fifteen minutes. These exercises, culled from all sources, some original on the part of the health teacher, are chosen with special reference to their hygienic value. Much of school work being done while sitting at a desk, the physical tendency is inward and downward. For this reason exercises which stretch the muscles outward and backward are given special importance, thereby counteracting the effect of working while sitting. Deep breathing, with or without arm movements, is never omitted. Movements which bear directly on the internal organs, aiding the involuntary muscles to do their work, are given. A group of such exercises, successively calling into action the head, trunk, arms, and legs, increasing the blood supply in these respective parts, constitutes a health lesson.

In the first and second grades advantage is taken of children's delight in using the imagination. Pretending to do things which are done outside of school makes children happy in the doing. Other movements have some thought as a basis. These may be the physical expression of ideas presented in other lessons of the day. We try to have the greatest degree of freedom during the exercise time, and to this end encourage an interested playful spirit. In this respect the physical exercises of the first two years of school life are a continuation of the plays and games of the kindergarten, and form a connecting link between them and the precise educational gymnastics beginning with the third grade.

All schools of the same grade receive the same instruction and are kept together in the work. The lesson sheets continue to be an effective means of keeping the class teacher informed as to the amount of work to be done and the manner of doing it. After each new lesson given by the health teacher, the regular teacher receives personal help. Criticism of the review lesson due to faults of the class, are given to the class. Helpful suggestions and criticisms of the teacher's method are made privately.

The work is now systematized in regard to positions and signals. The nomenclature is settled, so that the teacher having once learned the name of a movement or direction, is able to use it on future occasions, thus making the work easier. The year's work has been marked by a finer grading of exercises. Many given in years past in higher grades are now given in lower grades.

A higher standard each year has been presented, keeping pace with the growing powers of the child and the better understanding on the part of the teacher. The past year, in all grades above the second,

greater precision of movement and perfection in the exercise as a whole were insisted on.

As in every branch of school work, the interest depends on the teacher. On this interest depends the success of the work. So much do we feel this that we bend all our energies to give life and interest while instructing, thereby setting an example to the regular teacher. So far as we are able to judge, the interest has not decreased. We try to cultivate in the school children an intelligent appreciation of the value of gymnastics.

The best work is done in schools in which the teacher, understanding and appreciating the value of the work, applies it to the daily routine of the school, carrying out at all times during the day the lessons taught in regard to healthful positions while sitting, deep breathing, rising, sitting, standing, and walking. Constantly keeping before their minds the ideal high chest, level chin, and straight back, presenting the subject in ever-changing new ways, encouraging and enforcing the same, can not fail to have its effect upon the present growth and future carriage of our little men and women. Girls have been encouraged and urged to have their new school dresses made with loose waists and large sleeves so necessary for freedom of movement and the healthful effect of exercise. Looking forward to the next year, an exhortation to this effect was made by the health teacher in all the sixth and seventh grades of the city.

During the year 496 classes received regular instruction. This represents a school population of 20,000 children. If an interruption occurred in the program, the lesson was delayed but never omitted.

The obvious results of such training are that pupils are obeying promptly a word of command, executing more accurately, getting more control over their muscles, becoming less awkward in movement, improving in carriage and moving with quietness.

It is encouraging to know that the teachers themselves frequently remark the difference in physical ability between our children and those coming from other places. The health teacher is invariably able to pick out the child who has not received previous training in this work. The improvement has been so gradual that it is doubtful if we appreciate how much has been accomplished in the last five years.

As in my last report I urge the introduction of dumb-bells into all eighth grades, and wands into all seventh grades. Such exercises would be given to supplement the free exercises, thus giving variety and added interest and completing our graded course.

The crying need of our schools today is better fitting desks and seats. There can be no doubt that much of the spinal curvature found in adults has been produced by faulty writing positions taken in the schoolroom during the period of growth. Desks too high or too low, seats too high or too low, desks and seats not properly placed in regard to each other, all produce cramped abnormal positions of the body which, when con-

stantly assumed tend to become fixed. I would suggest that in extreme cases of misfits the required seats and desks be changed from one room to another. For health and comfort the ideal desks and seats are those which are adjustable and can be adapted to the sitting height of the individual child. I would respectfully recommend that the school-houses now being built be furnished with adjustable desks and seats. In these buildings the furniture of various manufacturers can be tested as to their durability and practicability.

By the resignation of Miss Coleman who helped to start our work and contributed much toward its success the corps of health teachers lost a valued member. Miss Holmes, a graduate of the Washington Normal School, was chosen to succeed Miss Coleman.

To Miss Squier, Miss Brockett, Miss Oberly, and Miss Holmes, who have so ably carried on the work under my direction, my grateful acknowledgment is due.

Thanking you for all kindness in the past, I am,

Very respectfully,

REBECCA STONEROAD.

Mr. W. B. POWELL,

Superintendent of Public Schools.



SUPERINTENDENT COOK'S REPORT.

BRIEF SCHOOL DIRECTORY.

SUPERINTENDENT.

G. F. T. COOK, Sumner School.

CLERK.

J. W. F. SMITH, Sumner School.

SUPERVISING PRINCIPALS.

Seventh division.....H. P. Montgomery.....Sumner School.
Eighth division (A).....W. S. Montgomery.....John F. Cook School.
Eighth division (B).....J. H. N. Waring.....Lincoln School.

PRINCIPALS.

High School.....F. L. CardozoHigh School.
Normal School.....Lucy E. Moten (Miss).....Magruder School.

DIRECTORS.

MusicH. F. Grant1215 W street NW.
MusicJ. T. Layton.....1722 Tenth street NW.
DrawingT. W. Hunster.....High School.
Manual training.....J. H. HillMiller School.

DIRECTRESSES.

Cooking.....Mattie B. Cook (Miss)Miller School.
Sewing.....Carrie E. Syphax (Miss) ...Stevens School.
Physical culture.....Hattie B. George (Miss)*...619 B street NE.

* Directress at the time of printing this report.

SUPERINTENDENT COOK'S REPORT.

WASHINGTON, D. C., *September 30, 1894.*

The Board of Trustees of Public Schools of the District of Columbia.

GENTLEMEN: Herewith is presented the report of the schools of the seventh and eighth divisions of the public schools of the District of Columbia, embracing all the public colored schools of Washington and Georgetown, for the school year ending June 30, 1894. Submitted with this report are the reports of the supervising principals, of the principals of the High and Normal schools, of the director of manual training, and of the directresses of sewing, cooking, and physical culture.

Statistics showing the classification of the pupils embraced in the enrollment, the number of teachers employed and their classification, the cost of tuition, the cost of supervision, and other information are presented in detail in the following tabulated statement:

The whole number of pupils enrolled was 12,233. They were enrolled as follows:

Normal School.....	26
High School.....	460
Total	486
Grammar schools:	
Eighth grade	492
Seventh grade	736
Sixth grade.....	813
Fifth grade	1,209
Total	3,250
Primary schools:	
Fourth grade	1,510
Third grade.....	1,788
Second grade	2,277
First grade	2,922
Total	8,497
Grand total.....	12,233

The entire number of schools in these two divisions was 225. They were classified as follows:

Normal School	1
High School	1
Total	2

Grammar schools:

Eighth grade	10
Seventh grade	15
Sixth grade	16
Fifth grade	22
Total	<u>63</u>

Primary schools:

Fourth grade	27
Third grade	* 33
Second grade	† 45
First grade	† 55
Total	<u>160</u>

Grand total..... 225

The whole number of teachers employed was 272, of whom 239 were female and 33 male. They were enrolled in grades as follows:

Supervising principals	3
Normal School	4
High School	19
Grammar school:	
Eighth grade	10
Seventh grade	15
Sixth grade	16
Fifth grade	22
Primary schools:	
Fourth grade	27
Third grade	32
Second grade	43
First grade	53
Teachers of music	3
Teachers of drawing	3
Teachers of carpentry	5
Teachers of metal working	2
Teachers of cookery	5
Teachers of sewing	7
Teachers of physical culture	3
Total	<u>272</u>
Teachers graduates of the Washington High and Normal schools	179
Teachers graduates of other normal schools	17
Teachers graduates of high schools only	22
Teachers graduates of colleges	18
Teachers graduates of colleges and normal schools	2
Teachers not graduates of any of the above courses	38
	<u>276</u>
Teachers counted in more than one course	4
Total	<u>272</u>

* One under instruction of assistant teacher in Normal School.

† Two under instruction of assistant teacher in Normal School.

The cost of schools for supervision and teaching:

Superintendent	\$2,250.00
Clerk	800.00
Messenger	200.00
Supervising principals, 3, at \$2,000 each	6,000.00
Total	9,250.00
Cost per pupil (estimated on the average enrollment, 10,141)	.91

TUITION.

Normal School:

Principal	\$1,500.00
Two teachers	1,600.00
One teacher	700.00
Total	*3,800.00

Cost per pupil (estimated on the average enrollment, 25)	50.00
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High School:

Principal	1,800.00
Eighteen teachers	14,885.00
Total	16,685.00

Cost per pupil (estimated on the average enrollment, 426)	39.16
Grammar schools (10 eighth, 15 seventh, 16 sixth, 22 fifth grade schools) ..	50,290.00
Cost per pupil (estimated on the average enrollment, 2,682)	18.75
Primary schools (27 fourth, 33 third, 45 second, 55 first grade schools) ..	†79,890.54
Cost per pupil (estimated on the average enrollment, 7,008)	11.76
Special teachers (3 music teachers, 3 drawing teachers, 3 physical culture teachers)	6,814.33
Cost per pupil (estimated on the average enrollment, 10,141)	.67
Teachers of manual training (carpentry, 5; metal working, 2; cookery, 5; sewing, 7)	12,100.00
Cost per pupil (estimated on the whole enrollment, 4,224)	2.86
Average cost per pupil for tuition in all the schools (based on the average enrollment, 10,141)	16.72

The following embrace, among other statistics, the average salary per teacher, the total cost of instruction, including supervision, and the amount paid to janitors:

NORMAL SCHOOL.

Number of teachers trained	26
Average attendance	25
Number of teachers employed	4
Average salary	\$950

HIGH SCHOOL.

Number of pupils enrolled	460
Average enrollment	426
Average attendance	409
Per cent of attendance	96.1
Average number of tardiness per month	28.3

* Including the cost of teaching five practice schools, \$2,550.

† To be increased by the cost of teaching five practice schools, \$2,550.

944 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

Number of pupils dismissed	0
Number of teachers employed	19
Average salary paid	\$878.15
Cost of tuition per pupil (estimated on the average enrollment)	\$39.16

GRAMMAR AND PRIMARY SCHOOLS.

Number of pupils enrolled	11,747
Average enrollment	9,690
Average attendance	9,218
Per cent of attendance	95.1
Average number of tardiness per month	390.3
Number of pupils dismissed	4
Number of cases of corporal punishment	65
Number of teachers employed	218
Average salary paid	\$597.15
Average number of pupils to the teacher (estimated on the average enrollment)	44.5
Cost of tuition per pupil (estimated on the average enrollment)	\$13.43
Number of pupils in all schools	12,233

SPECIAL TEACHERS.

Drawing	3
Music	3
Teachers of physical culture	3
Average salary paid:	
Drawing	\$783.33
Music	\$804.77
Teachers of physical culture	\$683.33
Average cost per pupil for special tuition (estimated on the average enrollment)	\$0.67

SUMMARY.

Total cost of instruction, including supervision	\$178,829.87
Whole number of pupils enrolled	12,233
Average enrollment	10,141
Average daily attendance	9,652
Average cost of instruction, including supervision, estimated on:	
(1) Whole enrollment	\$14.61
(2) Average enrollment	\$17.63
(3) Average daily attendance	\$18.51

JANITORS.

Total amount expended	\$13,818.00
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ATTENDANCE.

The whole number of pupils enrolled was 12,233, or 96 less than in the previous school year. This slight decrease in the entire enrollment is easily accounted for by the fact that the enrollment in these divisions is most largely from the laboring classes, and hence the business depression which prevailed during the year unfavorably affected it. In the seventh division and in eighth division (A) there was an increase in the enrollment; but in eighth division (B) there was a decrease.

The average number of pupils enrolled during the year was 10,141, or

82.8 per cent of the whole number enrolled. The average number in daily attendance was 9,652, or 78.9 per cent of the entire enrollment. In both of these items of attendance there was an increase over the previous year, and when relatively considered with the entire enrollment it indicated fuller and more regular embrace of school privileges. This was also evidenced in the per cent of attendance based on the average enrollment, which was 95.1, or 0.5 more than that in 1892-'93. Scarcely anything can reflect greater credit upon this population than the interest manifested in and appreciation of their schools through the high record of regular attendance annually attained, and with excellent degree of uniformity maintained through a long series of years, despite large degree of adverse circumstances in life. During the period of ten years the lowest record for any year is 94.2. The per cent of attendance in the different schools varied from 88.5 to 98.5. More than 119 had a per cent of attendance higher than the average for all the schools.

Not only the regularity in attendance as indicated by the per cent of attendance, but also the degree of punctuality as indicated by the cases of tardiness, is of very creditable character, either absolutely or in comparison with statistics of its kind. The cases of tardiness for the year were 4,186, or 34 to every 100 of the average number of pupils enrolled. The educational value of training to habits of punctuality can not be overestimated, either in its relation to school pursuit or to general pursuit in after life. In the earlier years of these schools tardiness was a frequent and most serious drawback to school proficiency. Through the persistent training of years the habit of punctuality has become so largely confirmed that but comparatively little effort is required now to maintain the degree of excellence attained. Occasionally a school passes through the year without a case. There are many schools that have but few cases to record, and a few schools have a comparatively large record.

The following table shows for each month of the school year the number of pupils on the rolls the last day:

[Normal School not included in this table.]

Month.	Pupils on the rolls the last day of each month.					
	Total 1892-'93.	High School.	Seventh division.	Eighth division (A).	Eighth division (B.)	Total 1893-'94.
September.....	8,500	445	3,583	3,441	2,979	10,448
October.....	10,854	443	3,724	3,561	3,073	10,801
November.....	10,829	438	3,678	3,544	2,933	10,593
December.....	10,420	430	3,557	3,393	2,893	10,278
January.....	10,180	430	3,613	3,412	2,912	10,367
February.....	9,995	424	3,548	3,342	2,826	10,140
March.....	9,769	415	3,438	3,232	2,715	9,800
April.....	9,515	410	3,386	3,151	2,663	9,610
May.....	9,200	406	3,268	3,059	2,551	9,284
June.....	9,840	398	3,225	3,000	2,538	9,161

This table gives an idea of the fluctuations in attendance from month to month. These differences in the monthly enrollment usually indicate the effect of extraneous causes. Sickness is often a large factor in their production. Adverse circumstances in life are always present, though in some years to greater extent than in others.

The population embraced by these schools is most largely laboring, and hence whatever affects labor more or less affects school attendance. Though the enrollment from month to month varies considerably, the difference between the month of largest enrollment and that of least enrollment permits, in the extent of number, better inference as to the effect upon school progress. In October there were 10,801 pupils on the rolls the last day of the month; in June, 9,161, or 1,640 less than in October. This large difference represents loss of time, more or less, and hence in the greater loss but partial completion of the prescribed course for the term or year. It, of course, has unfavorable effect upon the pupils concerned, in preventing timely promotion, in forcing repetition of much grade work, and too often in the discouragement engendered, which induces early withdrawal from school. For this class of pupils shorter interval than the year interval between classes would afford greater opportunity for school attainment.

The following table shows the whole number of pupils enrolled, the average number of pupils enrolled, the average number of pupils in daily attendance, each with per cent of increase from year to year during the last ten school years, and the per cent of attendance, based on the average enrollment:

[Normal School not included in this table.]

Year.	Whole number enrolled.	Per cent of increase.	Average number enrolled.	Per cent of increase.	Average daily attendance.	Per cent of increase.	Per cent of attendance.
1884-'85.....	9,598	4.70	7,689	6.42	7,287	5.68	94.9
1885-'86.....	10,138	5.62	8,191	6.52	7,756	6.43	94.6
1886-'87.....	10,345	2.04	8,448	3.13	7,956	2.57	94.2
1887-'88.....	11,000	6.33	8,754	3.62	8,266	3.89	94.4
1888-'89.....	11,130	1.18	9,049	3.36	8,549	3.42	94.5
1889-'90.....	11,398	2.40	9,250	2.22	8,728	2.09	94.3
1890-'91.....	12,106	6.21	9,679	4.63	9,140	4.72	94.4
1891-'92.....	12,253	1.21	9,915	2.44	9,363	2.43	94.4
1892-'93.....	12,303	.40	10,072	1.55	9,535	1.80	94.6
1893-'94.....	12,207	.....	10,116	.43	9,627	.95	95.1

KINDERGARTENS.

In the continued absence of favorable action, it can not be too often said that one of the greatest needs now confronting us is proper training provisions for the thousands of children who are under the present school age, but yet of sufficient years for public-school effort. It will be readily admitted that since all education or training begins in the family, its character is necessarily determined by that of the family.

In the large absence of the primary agent in the education of the child in many of the homes of this population, and the want of true conception of it in many others, are found very strong reasons for the establishment of public kindergartens. Any modification or extension of our present system of schools, by which the children of from 4 to 6 years of age can be brought under the influences of an atmosphere that would reflect the ideal home, and at the same time afford opportunity for such preliminary training as to their mental, moral, and physical natures as may promise most successful entrance upon the regular school work, would, in the good effect not only upon them but also upon the community of which they form a part, be inestimable. If objection be made on account of the large appropriation that would be required to embrace all children of those ages, a limited appropriation, embracing a smaller number, would, in my opinion, prove at least the entering wedge that would, in the degree of satisfactory results which would quickly follow, eventually convince of the wisdom of larger appropriations to meet the needs of larger numbers.

SCHOOL POPULATION.

The census of the school population taken by the police under the direction of the honorable Commissioners of the District of Columbia, June 30, 1892, shows that there were at that time 18,726 colored children of the legal school ages in the entire District, of which number about 88.52 per cent were in the cities of Washington and Georgetown. Allowing for the average annual increase, it is safe to say that this school population at the beginning of the last school year was about 19,934, and 88.52 per cent of it would show that residing in the two cities were about 17,645. As the entire enrollment of pupils during the last school year was 12,233, it is seen that about 5,412 children of school ages were not at any time during the year embraced by public provision. Not only not embraced by public provision, but very few by any educational provision whatever. In these cities private schools for colored children are institutions of the past, existing before those days in which the public schools gained that degree of proficiency which has almost if not entirely closed them. Parochial schools provide for some, but not to such extent as to lessen greatly the large number above shown in the difference between the school population and its enrollment in the public schools. That large numbers of the school population were not enrolled in the schools last year was not peculiar to that year. In every year since the establishment of these schools the difference between the school enrollment and its population has been large. As these annual nonattendants constitute about one-fourth of the entire school population, there must have resulted an accumulative degree of illiteracy which in its proportions would be startling were not the sense of the community dulled by familiarity with it.

Our public schools should in their provisions be made to embrace, voluntarily or involuntarily, if necessary, every member of the school population. Thus far in the history of these schools all acceptance of provision has been purely voluntary; and the degree of acceptance has been more than commensurate with that of proper provision.

It is not unreasonable to infer that to this want of embrace of the entire school population from year to year through a long period of years is to great extent due the large number of both youthful and adult criminals annually shown by police reports. It is safe to say that the means required to suppress youthful criminality could be more effectually as well as humanely expended by the removal of opportunity and the repression of untoward tendencies through the moral and intellectual training that the public school should be permitted as well as required to give. The child is now too often handicapped and restrained from the better exhibition of his nature by the overwhelming evil tendencies that his enforced street education both invites and exacts. Remove the cause and there will be no effect to follow—remove the theater of his activity from the street, with its vice-begetting tendencies, to the schoolroom, with its moral and elevating influences. The schoolroom in its preventing and repressing character will contribute immensely more to the welfare of the community than the prison in its suppressing aims. With more teachers there will be fewer prosecuting officers; with more schools fewer prisons.

There are hundreds of children of school ages without visible occupation to be seen daily in the streets and alleys of this city during school hours. Their contact is often with the worst phases of life, and with such environments as naturally and inevitably evolve criminal tendencies. Very many of them are not much better off in their homes, as there are wanting there those elevating and refining tendencies which culture and refinement give. To such the school offers surest redemption from a course of life thickly beset with allurements to vice and crime. These children should be brought into the schools—by compulsion, if necessary—that, during some of the hours of the period of youth, in their contact with good associations and influences, there may be awakened impulses that will conspire and inspire to correct and better life.

ACCOMMODATION.

In these divisions there are 24 schoolhouses and buildings used for instruction, of which 22 belong to the District and 2 are rented. Of the 2 rented, 1 is used for manual training, and the other, a 2-room building, for regular schools. The buildings of later construction are generally in good condition, such condition as have not need of large repairs. Those of earliest construction are in only fair condition. Nearly all of the school buildings sorely need attention as to proper sanitary condition, in the continued absence for years of renovation by application of lime and paint or other renovating material. If not in

condition to propagate they certainly are to aggravate diseases that arise from foul and filthy surroundings.

The extent of this accommodation is very inadequate to embrace properly even the attendants of the school population. This deficiency pertains to nearly every section of these divisions, and to some sections to the extent of serious interference with effective school instruction, in the necessity of conducting many of the schools on half-day time. The accommodation needed, though annually sought, has not been allowed, and hence there results not only inability to provide properly for the normal annual increase in the enrollment, but also for growth in increase in the number of schools of higher grade whose work can not be most effectively done in the reduced time now necessitated by the half-day occupancy of the schoolroom.

The following table shows the number of school buildings and school-rooms owned; the sitting capacity, allowing 50 seats to the schoolroom; the per cent of increase in sitting capacity over the previous school year; the entire enrollment of pupils, and the per cent of sitting capacity, based upon the entire enrollment for the last five school years:

Year.	Number of owned buildings for schools below the High School occupied.	Number of school-rooms in buildings owned and occupied by schools below the High School.	Number of seats in school-rooms in buildings owned and occupied by schools below the High School allowing 50 seats to each room.	Per cent in increase of sitting capacity over that of the previous year.	Whole enrollment in schools below the High School.	Percentage of sitting accommodation of the whole enrollment.
1889-'90	18	155	7,750	20.64	11,053	70.1
1890-'91	18	155	7,750	None	11,730	66
1891-'92	20	171	8,550	9.35	11,846	72.1
1892-'93	20	177	8,850	3.38	11,859	74.6
1893-'94	*20	176	8,800	None.	11,747	74.9

* One owned building is not counted in this number, since it was completed too late in the year to be occupied.

Though the number of school buildings owned, excluding the High School, in the last school year was 21, the number used was the same as in the previous two years, as the completion of the Patterson building was too late to permit its use in that year. It is thus seen that during the last three school years there was but insignificant increase in the percentage of sitting accommodation based on the whole enrollment. This want has been severely felt through the restriction of opportunity for attainment of good result in many schools to the minimum; for it is a fact that not only have nearly all schools of first and second grades been required to have only half-day occupancy of the schoolroom, from want of proper accommodation, but also for the same reason some schools of third grade. In the current school year the half-day session has reached the fourth grade.

As often stated, best school conditions depend largely upon proper

school accommodation and appointments. Such is applicable to the lowest as well as to the highest grade. Every school should have the entire occupancy of the schoolroom, both for sanitary and for educational reasons. If there be any deviation for economical reasons, it should at least be restricted to those grades of schools whose session, for effective school work, requires less time. Experience has shown that schools of third grade and of more advanced grades can not in the half-time allotment train as effectively as those which have the full time prescribed for grade work. It is to remove these largely existing—and of late years in some sections of the city increasing—ill conditions, that we urge the making of due provision through additional accommodation.

The sections of the city in which this is most seriously felt are the extreme eastern part of southeast Washington, the southeastern part of southwest Washington, that of northwest Washington lying between North Capitol, Fourth, and O streets, and Massachusetts avenue; and in the vicinity of the present Stevens School. In the first section named, covering a space more than a mile square, which is inhabited largely by this population, there is not a single public school for its accommodation. Some have trudged for years to remote schools; many others, however, have had no schooling whatever. The long want of school privileges of any character in this section was, to a very limited extent, met during the last school year by the opening and conducting of a parochial school, under the auspices of the Catholic Church.

The second section, in what is known as "Bloody Field," in the neighborhood of the old James Creek Canal, is quite dense with this school population. Those living in the northern part of it find some accommodation in the Randall and the Ambush schools, but those schools are now too severely taxed by children living nearer to them to accommodate more.

The third section of the city named above presents as great density of this school population as is to be found in any other territory of similar space, judging from the pressure upon the present school accommodation. In it are several school buildings, but they are so crowded as to force all the third and two fourth-grade schools to half-day sessions.

The fourth and last-named section is in the seventh division. This want can be met most economically through the razing and the reconstructing of the old or central portion of the Stevens School building, on a larger scale. The central portion of that building is not only absolutely unfit for school purposes, but is menacing life and limb in its continued use. It now has 8 school-rooms. An addition of 4 school-rooms in its reconstruction would, in its school floors, cause it to correspond with its wings, and in furnishing the ampler accommodation now required, prevent the greater expenditure for an 8-room building and site in that vicinity.

That the condition of the Stevens building may be better appreciated, and with view to early attainment of the change which it urgently needs, I here present a portion of a former report respecting it:

"The Stevens, which was erected in 1868, presents a striking instance of these exceedingly ill conditions. The building seems prematurely old, which is without doubt due to the cheap and indifferent material with which it was constructed. The light and ventilation are of the worst character, both of which have been aggravated by the wing additions erected several years ago. The four schoolrooms on the third floor have been abandoned as unfit for further use. The floors of the remaining eight rooms of the original structure have become so thinly worn as to menace limb, if not life. This building occupies the center of a thick school population, and, even with its much unfit accommodation, presents not enough to meet the demands for admission, save through reducing schools of third grade to half-day session. To remove these objectionable conditions the old structure should be razed and rebuilt, so as to afford 12 good schoolrooms, as originally intended."

In consequence of the facts above presented, I would recommend that the central or old portion of the Stevens building be reconstructed and enlarged to 12 schoolrooms, both to remove present ill conditions and to give needed increased accommodation. I would also recommend that a new 8-room building be located in eighth division (A) and two new 8-room buildings in eighth division (B) to furnish absolutely needed accommodation. This provision is required to meet the needs of the voluntary attendants upon school privileges.

SCHOOLS.

In all there were 225 schools during the year. They were classified as follows: First grade, 55; second grade, 45; third grade, 33; fourth grade, 27; fifth grade, 22; sixth grade, 16; seventh grade, 15; eighth grade, 10; High School, 1; Normal School, 1. From the want of accommodation sufficient to permit the entire occupancy of the room by one school, in many instances two schools, one in the forenoon and the other in the afternoon, were assigned to the same room. Ninety-two schools were thus circumstanced, and of grades as follows: First grade, 45; second grade, 39; third grade, 8.

Every school, even of the first grade, should have its own separate room, to enjoy such facilities as are essential to progress and to those sanitary conditions that contribute to health. In the division of the school day, to permit two schools to have the use of the same room, there necessarily result reduction in the regularly prescribed time for daily instruction in the grade, in all schools above those of first grade, and, in this loss of time, injury to many of the pupils. The bright, quick pupil may not visibly suffer, but the slow, plodding pupil, in the loss of opportunity to receive individual attention, does suffer, and not infrequently to the extent of the loss of a year or more in the repetition of grade work. All pupils in such of these schools as have their session in the latter half of the school day are also deprived of the opportunity for better result, in the large absence of that vigor of mind

and body which the earlier hours of the day insure. These disadvantages which increase, as the grade of school work requires more time for its completion, are the result of the want of ample school accommodation. In the continued presence of this want, they are extending not only to larger numbers of pupils, but to those in yet more advanced school grade, as evidenced in the fact that in the current school year, in some sections of the city, even schools of the fourth grade can not, for such reason, have more than half-day instruction.

SCHOOL WORK.

Both as to teaching and discipline the schools generally were in good condition. The interdependence of the two was manifest on all sides. In the degree of interest and enthusiasm aroused and maintained in all school pursuits, and in its intelligent direction into channels through which power and attainment are gained, were found the cause and means for cheerful, active, and constant employment, from which discipline was evolved as a corollary.

Neither in the methods employed nor in the subject-matter pursued was there any radical change from the previous year. Where the experience and observation of the past year indicated weakness and deficiency, there was constant effort to strengthen and remedy, and generally with good and encouraging degree of success.

In further recognition of the difficulties always presented in effort at mastery of correct expression in language, through strongly opposing environment, continued emphasis was given to both oral and written expression. Aside from the formal study of the subject, all other subjects pursued and occasions presented were made to contribute, more or less, incidentally to it. In the greater attention than in former years given to observation lessons in natural science, prolific opportunity was found for procuring betterment of expression.

In spelling, improved results were sought. Phonics, upon which considerable emphasis had been placed in the previous year, received greater stress during the past year, and not without excellent effect where bad form is the result of faulty enunciation. While there is no claim to perfection in spelling, there is no reason to doubt that under similar environment the spelling in these schools compares favorably with that of public schools generally, and there is every reason for encouragement in the annually improving results.

In the very limited sources for collateral information bearing upon many branches pursued is presented a very serious drawback. The school libraries, to the extent they exist, are small, and, as a rule, have not many volumes bearing directly upon the subjects of the school course. In the entire absence of opportunity at the home or in the public library to very many of the pupils of these schools, and the large absence of resort to such means for reinforcing and broadening pursuit to many others, there is great need of some public-school provision in

this respect. The disadvantages under which such large portions of this school population labor, and their loss through this dearth or absence of means of information outside of the schoolroom, so essential to fuller and more accurate knowledge of subjects pursued, are almost daily evidenced and heightened in the contrast presented by the few who are, more or less, in possession of opportunity to obtain it. In the numbers that would be benefited by such provision, and in the character of the benefits it would confer, lie strongest pleas for it.

As already intimated the reading matter found generally in these small school libraries is of almost purely literary character. It is also very insufficient, both in the number of volumes of its kind and in the scope of subjects embraced by those volumes to meet the needs of the large number of pupils that seek their pages. These comparatively small collections of books, obtained not through public provision, but through the efforts of teachers and pupils, by means of concerts and other entertainments, have done and are doing much to create a taste for good reading matter, to remove obliquities, and to emphasize moral tendencies of character, as well as to widen intellectual view. They are, however, much restricted by their too limited volumes in the good they could be made to do. In small constant, or even occasional accessions to their numbers through public provision, they could soon be made to present a collection fairly commensurate with the ordinary draft upon it, and in scope of matter a most potential auxiliary to the usually recognized means of education.

Apart from that of the High School, there are 16 of these school libraries located in as many school buildings. The number of volumes in these libraries varies from 21 at the Phillips to 492, at Sumner School. The aggregate number of volumes in the 16 school libraries is 2,502. As already stated these, with the exception of an occasional volume donated, have all been acquired by means of concerts and other entertainments through the efforts of teachers and pupils. During the last two years the additions have been very slight, on account of the means through which they were obtained being diverted to the acquisition of school pianos. This withdrawal of money from the channel in which it was formerly expended, has not been without great inconvenience in the large loss of means for obtaining collateral and general information in support and enlargement of the studies pursued.

PHYSICAL CULTURE.

The last year was the fourth in which this subject has been taught in the schools of these divisions. As in the previous year the directing, teaching force was limited to three special teachers, one as directress. Through the instruction of the regular teachers of the schools in special-grade meetings, they in their assistance are made to contribute much to proficiency in this subject. Schools of all grades were visited once in two weeks by the special teachers, both for supervision of the work

assigned to the regular teachers and to exemplify and emphasize by their own teaching when thought necessary for the attainment of proper results.

The results in all grades of schools were of very satisfactory character and compared most favorably with those of previous years. They were largely due to the intelligent comprehension of the scope and the purpose of the study, and to the earnestness and enthusiasm displayed in the execution of details to effect the purpose. Apart from the legitimate disciplinary value of the study was apparent generally in the schools.

The directress and her assistants were diligent and untiring in their work, and were well seconded in their efforts to elicit by the hearty cooperation of the regular teachers of every grade of school.

The report of the directress is herewith submitted.

DISCIPLINE.

The infractions of discipline, as indicated by the cases of suspension, corporal punishment, and dismissal from school, compare favorably with those of the previous school year. The cases of corporal punishment were 65. The number of pupils actually subjected to this means of punishment was, however, less than indicated by the cases, since in some instances the same pupil reserves the infliction more than once during the year. Instances of severity in this method of punishment are very rare. The inflictions usually are comparatively light, and the statistics show that resort to corporal punishment is confined most largely to a few and the same teachers. This occurring year after year and with different sets of pupils, favors the inference that the causes for such resort do not always lie with the pupil. Such inference is further favored by the fact that, in many instances, the same pupils present different deportment under other teachers. Observation has also fully shown that the schools in which there is frequent resort to this method of punishment do not, in point of general discipline, compare favorably with those schools in which resort to it is of rare occurrence.

In no item of statistics is presented stronger confirmation of the excellent discipline of the schools than in the rare cases of dismissal from school. During the last year there were 4 pupils dismissed. Of this number 3 were removed for having in their possession firearms, for which violation of the rules dismissal is made mandatory. During the last ten years the annual average has been less than 6, and rarely has the dismissal been for action sufficiently flagrant to debar the pupil from the privileges of the schools beyond the year in which it occurred. It is in this almost entire retention of all elements of the school population enrolled in the schools, and without sacrifice of that character of discipline, in the maintenance of which all pupils are benefited, that teachers have shown most commendable skill and

tact, and that the ends for which public schools are established have been more nearly subserved.

In the following table are presented the cases of corporal punishment, suspension, and tardiness in each school year during the last ten years, and the number of cases of each to every 100 pupils of the average enrollment; also the number of pupils dismissed from school during each year of that period:

[Normal School not included in this table.]

Year.	Average number of pupils enrolled.	Corporal punishment.		Suspensions.		Number of pupils dismissed.	Tardiness.	
		Number of cases.	Number of cases to every 100 pupils.	Number of cases.	Number of cases to every 100 pupils.		Number of cases.	Number of cases to every 100 pupils.
1884-'85.....	7,689	186	2	319	4	8	3,462	45
1885-'86.....	8,191	159	2	250	3	3	3,906	47
1886-'87.....	8,448	110	1	187	2	4	3,345	39
1887-'88.....	8,754	78	.....	226	2	9	3,720	42
1888-'89.....	9,049	94	1	267	2	8	3,868	43
1889-'90.....	9,250	70	.....	234	2	5	3,913	42
1890-'91.....	9,679	93	.....	210	2	8	3,714	38
1891-'92.....	9,915	110	1	183	1	5	4,109	41
1892-'93.....	10,072	102	.....	130	1	2	4,482	44
1893-'94.....	10,116	65	.....	156	1	4	4,186	41

HIGH SCHOOL.

The whole number of pupils enrolled in this school during the year was 460, of whom 140 were boys and 320 were girls. The average number of pupils enrolled was 426. In the entire enrollment there were 16, and in the average enrollment 26 more than in the previous school year. The per cent of attendance, based on the average enrollment, was 96.1.

The growth of this school in number is much greater than was anticipated at the time of its first occupancy of the present building. It is, however, highly gratifying, and reflective of much credit upon the work of the elementary schools that annually promote to it. In September, 1893, it received by promotion from the eighth grade schools 195 pupils, who, with its retained membership of the previous school year, were sufficient to require, in addition to the entire occupancy of all the regular class rooms, the use of a study hall as a class room. In the same month of the current school year, through a much larger promotion of pupils from the eighth grade to this school, by which its membership is now increased to 596 pupils, the limit of its accommodation is so severely taxed as to require the partitioning of a study hall in order to furnish two additional class rooms. Its present condition indicates the near necessity for additional accommodation for the use of High School pupils.

A marked and gratifying feature in the enrollment of pupils in this school is the large and rapid increase in the enrollment of boys. In 1884 the ratio of girls to boys in the enrollment was 7 to 1; in the enrollment for September of the current year it is 2 to 1. In other words, the boys constituted only one eighth of the entire enrollment in 1884, while now they constitute one-third of it. The causes are believed to lie in the opportunity since permitted to boys to enter into the teacherships through the Normal School; to the larger retention of boys in the elementary schools through opportunity for manual training; to the inducement for business training in the High School, and to the larger and better facilities now presented for High School instruction.

There were graduated from this school June 20, 1894, 99 pupils, of whom 68 had completed the academic course, and 31 the business course.

The whole number of teachers employed in this school during the year was 19, of whom 10 were male and 9 female. As in past years, to the extent the circumstances of the school would permit, with due regard to all interests, the teachers were assigned to a single subject. In some instances, through necessity, the teacher had to instruct in more than one branch.

The following table, in showing the entire enrollment, and distributively of sexes, with the per cent of each of the entire enrollment for the last ten years, affords good idea of growth in the enrollment of boys:

Year.	Whole number of pupils enrolled.			Per cent of pupils enrolled.	
	Boys.	Girls.	Total.	Boys.	Girls.
1884-'85.....	22	150	172	12.8	87.2
1885-'86.....	37	210	247	14.9	85.1
1886-'87.....	51	225	276	18.5	81.5
1887-'88.....	73	288	361	20.2	79.8
1888-'89.....	81	335	416	19.5	80.5
1889-'90.....	64	281	345	18.6	81.4
1890-'91.....	82	294	376	21.8	78.2
1891-'92.....	104	303	407	25.6	74.4
1892-'93.....	117	327	444	26.4	73.6
1893-'94.....	140	320	460	30.4	69.6

The detailed work of this school during the school year is quite fully presented in the report of its principal to this office. His report is herewith submitted, and your attention respectfully invited to it.

NORMAL SCHOOL.

The special examination which is required of all candidates eligible for admission to this school and which, with the 65 per cent of the average obtained in the High School course, as then required by the

rule, is used in determining merit and successful competition, was held June 10 of the previous school year. Forty-five candidates entered this examination. The 26 who, with High School result added to the result obtained in this test, outranked all others, were, in compliance with the rule, admitted to the Normal School in September of last year. Of the successful competitors, 1 was male and 25 were female. One of this number, who was compelled by ill health to withdraw from the school in February, died shortly after the close of the school year. Twenty-five were graduated from the school June 20, 1894.

In the preparatory work for the position of teacher, which is in the province of this school to give, there was ample evidence of careful training. The good character of this training in the inculcation of theory and its exemplification was particularly manifest in the two months of wholly independent practice work which was permitted to each member of the class in schools of first grade selected for such purpose in the several school divisions.

The report of the principal of this school is herewith submitted.

NIGHT SCHOOLS.

There was no extension of night school accommodation during the year. The six schools that were in session in each of the previous three years were reopened October 30 and closed March 5. This period embraced 47 school sessions, of 2 hours each, aggregating 94 hours. Measured by the school day of 5 hours each, there were allowed 18.8 school days for this instruction. Its meagerness and entire inadequacy for large result are apparent in the mere statement of the time. The cause of this short session is not due in any particular to any nonappreciation of the opportunity for instruction of this character, but simply and absolutely to the want of funds for longer session. There is not only great need for longer session but equally great for more schools, which was not less shown last year, in the large number of applicants for whom there was no accommodation, than in the previous years of these schools. The experimental stage of these schools has long since passed. Their permanency is strongly shown in the large annual return of those who have enjoyed their instruction, more or less, since their establishment, and from which a grading has resulted, beginning with the lowest primary grade and extending into the business course of the High School.

By the larger and fuller enjoyment of their benefits from this annual return on the part of comparatively few, when the entire population is considered, a more general diffusion of a degree of their benefits among the masses is prevented. This condition, with due preservation of encouragement to those who wish to pursue study to considerable extent, can only be met by the organization of schools sufficient in number to embrace all applicants for instruction.

The last United States census shows a very large degree of illiteracy among this population—a much larger degree, as would naturally be expected from the conditions of the past, than is to be found among the white population. This illiteracy and the varying degrees of limited attainment are not confined to the adult population, but hold within their embrace many of the legal day-school ages, as well as many who, though beyond 17 years of age, have not reached their majority. Their condition, as is that of many of the adult population, is one of persistent adverse circumstances in life. Many of this class, though not able to attend the day school, could and would attend the night school if provision sufficient to accommodate them existed. Their dependence upon provision of this character is suggested by the circumstances that have prevented acceptance of day-school provision. If in the establishment of the public night school the intent was to remove or even considerably to lessen conditions for illiteracy, the means thus far appropriated have been inadequate for any very perceptible degree of accomplishment, even among those who it is believed would readily avail of such means were they presented. At the least, the means should be increased to the extent that would permit the opening annually of an additional school, so long as there may be voluntary embrace of provision made.

The whole number of pupils enrolled in these schools during the term was 1,365, of whom 63 were enrolled in the business course of the night high school. As showing not only the growth of these schools in degree of scholastic attainment, but also in the appreciation in which they are held as to the quality of the instruction they offer, is the fact that the number of applicants for admission to this school last year, which was the second in its existence, was double that of the seats it provided.

The average number enrolled in all the schools was 921. In comparison with the average enrollment of the previous year there was an increase of 25 pupils. The percentage of attendance, based on the average enrollment, was 85.9, which will be readily received as a good record for night schools.

The two schools in cookery, organized in the previous year, were reopened at the beginning of the term and successfully conducted till its close. Experience, however, has taught that their enrollment is local, as those living remotely from them do not attend. If their number could be increased sufficiently to locate more, and at points offering good degree of accessibility, this instruction could be made to confer larger benefit in the greater number embraced.

The whole number of teachers employed, inclusive of the 2 in cookery, was 27. As in former years, the teachers of these schools were selected with much care and consideration. Successful experience and special training have formed the basis for selection, and its wisdom has been

evinced by the character of the work. They have thus far been selected from three classes: From those in the day-school service; from those not in the day-school service, but with regular day-school experience, and from the normal graduates who have not had regular day-school experience. The long experience in day school, especially, and the annually increasing experience in the night-school service, that most of the teachers of these schools possess, eminently fit them for their labors. They are to be largely commended for the excellent degree of success that this phase of our educational work has attained.

In the absence of any means by which to fill the teacherships of these schools known to be better than the present, in my opinion the present method of selection best subserves the interests of those for whom the schools were established. In these schools we need a large degree of matured and skillful experience and special fitness for efficient results in the meager time allotted to this instruction. There should not be allowed that loss which, in many instances, would be likely to follow from inexperience.

Those who enjoy this public provision continue to manifest their appreciation of the privilege, not more in the large attendance in proportion to the extent of provision furnished and in its degree of regularity than in the quality of their school work and in their deportment to their teachers and to one another.

The entire amount appropriated for night-school instruction in the District of Columbia was \$6,000. Of this amount the night schools of these divisions received \$2,520.50.

The following table gives the entire enrollment, the average enrollment, the attendance, the number of teachers employed, and the cost for instruction:

School.	Whole enrollment.	Average enrollment.	Average attendance.	Percent of attendance.	Time.		Number of teachers.	Cost per night.	Entire cost for teaching.
					Number of nights.	Number of hours.			
Stevens.....	315	205	174	84.5	47	94	* 7	†\$11.50	\$826.50
Wormley.....	126	110	108	98.2	47	94	3	6.50	305.50
Garnet.....	198	121	106	87.4	47	94	4	8.00	376.00
John F. Cook.....	260	177	141	79.5	47	94	4	8.00	376.00
Lincoln.....	260	179	153	85.4	47	94	4	8.00	†374.50
Randall.....	260	129	110	85.7	47	94	* 5	†8.00	462.00
Total.....	1,365	921	792	85.9	.....	.....	27	.....	2,520.50

* Including cooking teacher. †Excluding cooking teacher. ‡Absence of teacher causes decrease.

The following table, presenting in concise view the more essential statistics of these schools for every year since appropriation was first made for this instruction, permits easy reference as to their growth and ready inference not only as to the work they are

accomplishing but what, if in sufficient number, they could be made to accomplish:

Year.	Whole enrollment.	Average enrollment.	Average attendance.	Per cent of attendance.	Time.		Number of school buildings used for night schools.	Number of teachers.	Entire cost for teaching.
					Number of nights.	Number of hours.			
1885-'86			232		37	74	1	8	(*)
1886-'87		467	378	80.9	52	104	3	12	\$1,248.00
1887-'88	1,053	738	650	88.0	51	102	5	20	2,295.00
1888-'89	1,080	703	619	88.0	57½	115	5	20	2,300.00
1889-'90	1,158	744	644	86.5	55	110	5	20	2,290.00
1890-'91	1,395	846	700	82.7	56	112	6	24	2,699.98
1891-'92	1,353	855	731	85.4	48	96	6	24	2,320.00
1892-'93	1,315	896	779	86.8	47	94	6	27	2,501.50
1893-'94	1,365	921	792	85.9	47	94	6	27	2,520.50

* Expense borne partly by the District of Columbia and partly by a voluntary association of ladies who were active in their efforts to have the night schools established.

I would most earnestly and urgently recommend that an enlargement of the usual appropriation for night-school instruction in the District of Columbia be sought, that the allotment of funds to these divisions of the public schools may permit the opening of an additional school and the lengthening of the present entirely too short session.

Herewith are submitted the reports made to this office by the principals of the several schools, giving, in more or less detail, their operation, and contributing much in support of the recommendation to extend this service, both as to accommodation and as to time for instruction:

STEVENS NIGHT SCHOOL.

WASHINGTON, D. C., March 5, 1894.

DEAR SIR: In reviewing the work of the different departments connected with the Stevens Night School during the year just closed, I feel gratified to state that more earnestness has been displayed than at any previous time.

The interest of former students has not abated, but, on the contrary, the keen desire to obtain seats on the opening night, and retain them through the term, is evidence of their appreciation of the advantages given them through these schools.

From year to year a better class of students are attending, and even those who have never entered a schoolroom before soon become law-abiding and studious pupils.

That portion of discipline which calls for correct deportment requires little or no attention, for the great majority of the persons attending are so imbued with the idea of spending the time profitably that even the few boys and girls who might be tempted to overstep the bounds of school propriety are held in restraint by the example of their elders.

The work of the first eight grades was carried on by Misses Alexander, Cole, Cox, and Watson, and as nearly as possible they followed the course laid down for the regular day schools.

In the business department five subjects claimed the most of the time, viz, book-keeping, stenography, English, arithmetic, and typewriting. A few talks on commercial law were given during the term.

The attendance was all that could be expected from persons engaged, as the most of these were, in arduous labors all day.

Thanking you and the local committee for the courtesy and able corps of teachers given, I am,

Very respectfully,

E. W. BROWN, *Principal.*

Mr. G. F. T. Cook,

Superintendent Public Schools.

WORMLEY NIGHT SCHOOL.

WASHINGTON, D. C., March 5, 1894.

DEAR SIR: I have the honor to submit the following report of the Wormley Night School for the year 1893-'94, closing on the above date. As most of the pupils of the previous year returned, we were much encouraged concerning our work. The interest taken in the year's work was especially gratifying.

The deportment of pupils, a matter which caused much concern last year, was good. The aged persons in these schools do much to keep the high percentage of attendance. Their interest does not abate.

My associate teachers worked faithfully. To them I am indebted for our good results.

To you and Trustee Cornish I would express my sincere thanks for advice and encouragement.

Very respectfully,

A. M. MASON, *Principal.*

Mr. G. F. T. Cook,

Superintendent Public Schools.

GARNET NIGHT SCHOOL.

WASHINGTON, D. C., March 5, 1894.

DEAR SIR: The night school in Garnet School building opened with a very small attendance, but I was much gratified to find that in a short time we had more pupils than we could conveniently accommodate.

I noted with pleasure that many of those in attendance first entered the school during Mr. Waring's principalship, and had, notwithstanding the difficulty which the majority of them experienced in attending school, persisted in their efforts to obtain the beginning, at least, of an education. Several of these pupils are now in the sixth and seventh grades, which is, I think, remarkable, when one remembers that they could scarcely read a line when they entered the school.

I had some difficulty in handling pupils above the fifth grade, in consequence of the number of classes and the small number in each class. It is almost impossible for the teacher to do justice to so many in the short time allowed.

The attendance was good, and, as the pupils worked earnestly, the progress made was very satisfactory.

In conclusion permit me to call your attention to the efficient work of the assistant teachers. To them is largely due whatever success the work may have attained.

Thanking you and Trustee Cornish for your helpful advice and kind words of encouragement, I am,

Very respectfully,

M. E. GIBBS, *Principal.*

Mr. G. F. T. Cook,

Superintendent Public Schools.

JOHN F. COOK NIGHT SCHOOL.

WASHINGTON, D. C., *March 5, 1894.*

DEAR SIR: I have the honor to submit to you a report of the John F. Cook Night School. The circumstances attending the opening were most auspicious, and I am pleased to say that the interest so manifest at the beginning was equally so at the close.

I would here again suggest the lengthening of the session. The present term I consider much too short for the needs of those benefited by the night schools.

Allow me to thank those associated with me in the work for their hearty cooperation.

We extend our warmest thanks to you and to the chairman of the night school committee, Mr. L. A. Cornish, for encouragement and support.

Very respectfully,

WILSON BRUCE EVANS, *Principal.*

Mr. G. F. T. Cook,
Superintendent Public Schools.

LINCOLN NIGHT SCHOOL.

WASHINGTON, D. C., *March 5, 1894.*

DEAR SIR: I herewith present a brief statement of the work of Lincoln Night School for the session of 1893-'94, recently terminated.

That the interest in the school stands undiminished, and that the benefits derived from the course are justly appreciated by the community, the increased enrollment and attendance duly attest.

The majority of the pupils of this school were those who had attended for several terms, thus showing that the desire for more learning is not a spasmodic notion, satiated by a few months' instruction, but a righteous longing and determination to acquire practical knowledge for the better equipment for the warfare of life. The instruction in all classes was made as practical as possible, with the aforesaid end in view. Letter-writing, bill-writing, spelling, and ordinary business arithmetic were essentially the main subjects taught.

I am informed by the associate teachers that the progress was quite pronounced in their respective rooms, which fact is very encouraging.

Very respectfully,

JOHN E. SYPHAX, *Principal.*

Mr. G. F. T. Cook,
Superintendent Public Schools.

RANDALL NIGHT SCHOOL.

WASHINGTON, D. C., *March 5, 1894.*

DEAR SIR: Together with my annual report of Randall Night School for the year ending March 5, 1894, I take pleasure in submitting the following remarks:

The school opened Monday, October 30, 1893, with a small enrollment, but on the second night the number of pupils reached 120. This year has been a very successful one, both in the interest manifested by the pupils and in the excellent results obtained. I was a little solicitous at first that, having two new teachers, the enthusiasm on the part of the pupils might flag, but there was no less interest manifested, for those who came to learn were deeply in earnest, devoted to their work, and in love with their teachers.

In the first and second grades the attendance was unusually large. The pupils in these grades made commendable progress in their work. With the exception of

four lessons they completed their readers. In number work they made an excellent record in the four fundamental rules, both oral and written. The pupils in this room were new pupils, and some of them could not form their figures, and did not know their letters, yet in the forty-seven nights they nearly covered the entire grades.

The third grade occupied two rooms. The results here were quite satisfactory in reading, arithmetic, writing, and geography, the work of the latter being in line with and following the trend of the geographical reader.

The other grades were in charge of the principal, the fourth predominating. Several pupils applied for the seventh and eighth grades, but I could not give them the time they needed, so I sent them to Lincoln Night School. The results in this room are more satisfactory than they have been hitherto. In arithmetic we began long division. At the same time I introduced common fractions, following closely with decimal equivalents. With this method, before the school closed I was teaching them percentage in simple business forms.

The samples of the work of the school which I file with this report will show more conclusively than I can write the work done this school year. The teachers associated with me are zealous, devoted, and painstaking, and had the confidence and respect of all the pupils.

Very respectfully,

JAMES STORUM, *Principal.*

Mr. G. F. T. Cook,
Superintendent Public Schools.

TEACHERS.

The whole number of teachers employed in the schools during the school year was 272. Of this number 244 were regular, or in direct charge of schools and classes, and 28 in charge of special departments or subjects. Of the teachers employed 33 were male and 239 female. In the composition of the corps there was but little difference from that of the previous year; the difference consisted in the appointments to the new teacherships and to vacancies caused by death and resignation.

In the large degree of continued employment in the regular service, restricted to those specially trained for the position, is evidenced one of the most important factors in the growth and progress of the schools. This character of the teaching force gains every year in the accessions to it permitted by vacancies and by the provision for new schools. Of the whole number of teachers employed 196, or 72 per cent, are graduates of normal schools, and of these normal graduates 179 were trained in the Normal School of these divisions.

So potential are the influence and action of the teacher upon the intellectual and moral life of the child, both with regard to the present and, in the bent given, to the future, that all avenues of approach to the teachership can not be too carefully guarded. In the acceptance of the office is the acceptance of a responsibility that takes possession of the true teacher as fuller conception of its requirements grows upon him. Since the efficiency of schools depends so very largely upon the teachers, it is felt that too great care can not be exercised in their

selection. To what extent the elimination of all elements that do not contribute to merit and professional fitness prevails, to that extent the value and efficiency of the service are attained and maintained. It is believed that the rule determining the admission of teachers into the regular force of these schools is not only meritorious, but as good as any that under existing conditions can be devised for the promotion of the welfare of the schools. The teacher in these schools, in many instances, begins in them the preparation required for the position in the first year of his school life, though then unconscious of the office subsequently to be filled, and continues his preparation till, on the completion of the prescribed course, he enters through the Normal School into the teachership.

The race, barring physical deformity, is equal from the start to all. The outcome is simply "the survival of the fittest," in whom from the constant winnowing of years the schools for the perpetuation of their teacherships receive, irrespective of any and all incidental circumstances, the best in fitness and attainment. In this determining of the regular teacherships in these schools, outside of those in the High School, for which the more liberal training of the college or university is generally sought, is presented largest degree of freedom from personal favoritism and as large disinterested opportunity for ascertaining merit. Under this system, by which equal chance and opportunity, so far as the schools are concerned, are afforded to every aspirant for the teachership, the successful are indeed "the architects of their own fortune."

These regular teacherships embrace 90 per cent of the entire teaching force.

The selections for special teacherships which comprise the remaining 10 per cent are, for obvious reasons, otherwise determined. It would be found difficult under existing conditions, even if advisable, to hedge them in by ironclad rule. In their selection the judgment of the school officers finds opportunity for its best exercise, and as upon them rests the responsibility for success or failure, due deference to their office suggests that their prerogative be respected and their responsibility be the guarantee of their protection.

A moment's observation of the enrollment of pupils in the different grades of schools presented in the statistical showing in the first pages of this report shows that the largest enrollment in any one grade is in the first grade or year of school life. From this grade as a base, the grade structure, pyramid-like, rises, with each succeeding grade less in number, until the apex is reached in the last year of the high-school course, when it may be seen that the ratio of the enrollment of pupils in the first or lowest primary grade to that of the last year of the high school (which was 80) is as 36 to 1. It requires but another glance at those statistics to see that the primary grades, or first four years of the twelve years' course, embrace 8,497, or about 70 per cent of the entire enrollment in the schools. These are not simply the conditions of one

year. Statistical record shows similar conditions from year to year, extending back to the year of establishment of the schools, and it is easy to infer from the basis of the conditions that they will continue to exist more or less for years. This large difference in the enrollment in these grades results not from any considerable retention of pupils in the lower grades, since, as a rule, they are annually promoted, but from adverse and other circumstances in life which require or induce more or less early withdrawal from school.

These facts are both ready in inference and pregnant with suggestion. They show that very large numbers in the public school enrollment, and by far the majority, never go beyond the primary school. They suggest that the primary school is peculiarly the school of the people, and that its equipment and management should be such as to evolve the greatest possible results. The large numbers in these lowest grades suggest that in them the best teaching and directive force should be employed, not only to secure good foundation and proper bent for successful and larger attainment in the succeeding and higher grades, but also that there may be given to those whose school days by force of circumstances are restricted to them the best training and preparation possible for self-pursuit and for life. It is in these grades that not only specially trained teachers should be employed, but, with the professional training, those with that fitness born of large opportunity for successful practical application.

In these lower grades also there can not be too large recognition of personal influence as a potential factor in the training of the young. Embracing, as they do, those in the most impressible and formative period of life, largest opportunity should be allowed for close contact between teacher and pupil. To permit this the number now assigned to the teacher should be reduced, though the reduction, in its demand for larger teaching force, necessitates greater expense in the provision. The well-known environment and circumstances of very many of this school population indicate in these divisions a larger field for the refining and elevating influences of the teacher than is to be found in the other divisions of the public schools of the District of Columbia. Many of the homes represented in these schools are more or less devoid of all opportunity for that moral as well as intellectual training which results from frequent contact with ideas and associations uplifting in their character.

It is for such reasons that, in these earlier grades or years of school life—in which the largest enrollment of the school population is annually made, in which the foundation of all future knowledge is laid, and in which the largest numbers of the school population end their school days—the greatest fitness and experience should be placed, and, in recognition of the exceedingly great importance of the moral element in all judicious training, the largest opportunity allowed to the teacher for personal contact with her pupils.

The realization of such conditions, however, favors, in the appointment of teachers to these lowest grades, the presence of inducements more pecuniary in their character than those that now obtain. Long experience has fully shown that teachers do not voluntarily, under the present salary discrimination, remain in these lower grades, and, as a consequence from the grade promotions which now obtain, resulting from successful experience, the constant expectancy of change is adverse to the attainment of that degree of fitness permitting the best results. In my opinion, not only should the average salary be greater than it now is, but, as a rule, there should be no difference in salaries for different grade work. When discrimination is made, it should be for successful experience or for great excellence, irrespective of grade taught. In such determining of salaries, by which grade change would have no effect, larger opportunity would be offered for the annual placing and replacing of teachers in grades of school where observation and experience have shown the supervision they are most capable. The loss of large experience and great excellence in any grade of school is generally keenly felt, but in no grade more keenly than in the low primary school, where, in the less self-helpful period of school life, tact and skill on the part of the teacher, in special adaptation to the work, have so important bearing upon future school progress and so large part in determining the character of the life of very many whose school days are limited to these grades of school. In presenting to the teacher the greatest degree of responsibility, the lowest grades demand for most effective result all possible strength in the teaching and guiding force.

The teachers in these divisions of the public schools can not be too highly commended for faithful service and for intelligent and conscientious discharge of the duties imposed upon them.

MANUAL TRAINING.

Excepting in the larger equipment of the shops already organized, there was no extension of the material means through which this instruction is carried on. There were four schools or shops in wood and one in metal. In charge of the instruction there were seven teachers, one of whom is director.

The number of pupils that received instruction in woodworking was 691; the number in metal working, 118; making an aggregate of 809.

The general quality of the work done during the year was not only equal to, but an improvement upon, that of preceding years. When it is considered that the time given to work in these shops is but two hours weekly, aggregating but seventy hours during the school year, the amount of work done and degree of excellence attained bespeak large and commendable capacity for instruction of this character. The kind and character are quite fully detailed in the report of the director, which is herewith submitted, and to which I would call your attention.

There was the usual annual display of the work done during the year on June 15 and 16, which was largely attended by the parents and friends of the pupils and by other citizens.

COOKING.

There are four cooking schools in these divisions. The instruction which pertains to cooking and that part of domestic economy relating to the kitchen is confined to girls of the seventh and eighth grade schools and to those of the first year of the High School. The whole number of pupils who received this instruction during the year was 594, of whom 343 were from seventh-grade schools, 223 from eighth-grade schools, and 28 from the High School. The time given to it by the pupil weekly was one hour and thirty minutes. The number of teachers employed to give instruction in cooking was 5.

Though the number of these kitchens is yet sufficient to accommodate the number of girls eligible to instruction in them, they do not furnish to many a desirable degree of accessibility. Girls attending schools in the northern section of the city lose much time in reaching the nearest kitchen to them, being required to go more than a mile. This might be obviated by having kitchens in number more than that of teachers. Under such circumstances all kitchens would not be continuously opened, the opening being made to depend upon the section of the city in which the girls receiving the instruction live.

The virtues exercised in the methods of instruction pursued in this department, apart from the practical skill afforded to the pupil in one of the essential arts of civilized life, make this instruction valuable. It is not only strongly educative, morally and economically, but vitally practical. The public school presents to it an excellent field for its operations, whether considered from a sanitary or economical point of view.

The report of the directress of this department is herewith submitted.

SEWING.

Instruction in sewing is given during four years of school life, beginning with the third and ending with the sixth grade of school. Though the length of time is considered sufficient for good attainment, it is believed that yet higher degree could be had if girls of more maturity than most sixth-grade girls have could receive this instruction in its more advanced stages.

The whole number of girls who received instruction in sewing outside of the training in shops was 2,475. The time each gave to it weekly in the regular schoolroom was one hour. In addition to the instruction given by the special teachers in the regular schoolroom, there was weekly instruction in cutting and fitting. For this branch of the work two shops are provided, to which are admitted the more matured girls

of the sixth grade. The number of girls who received instruction in the shops was 346.

The whole number of teachers employed to give instruction in sewing was 7, of whom 1 is directress. From the large number of pupils embraced by this instruction the diffusion of its benefits among the school population is greater than that of any other branch of industrial instruction. Beginning, as it does, in the lower or primary grades, it is enabled to confer its benefits upon very many of the school population who, on account of early withdrawal from school, would not otherwise receive any advantage from it.

The results in this department continued highly satisfactory in their character.

The report of the directress of sewing for the year is herewith submitted.

IMPORTANCE OF MANUAL TRAINING.

The public school in its purely intellectual work may do much, but in the auxiliary employment of the hand more for the promotion of the material and moral conditions of life. When considered with respect to its possibilities, it is difficult to have full realization of the value of this subject. Though such estimate is general in its application to all youth, it is immensely so, under the existing conditions of society, to the colored youth. Whatever has, either now or in the near future, promise of removing or materially lessening enforced idleness has within it a principle destructive of vice and crime and generative of industry and morality. Human nature in its tendencies is the same in all peoples, and under the same conditions and environment will exhibit like phases of character. What is needed among this youth is the opportunity or means for the attainment of that environment and condition which will evoke the better impulses of human nature, from which will be reflected the better phases of character. Trained intellect will light the way, but honorable, constant, and profitable occupation will make possible the environment, will lay the foundation upon which rectitude and virtue are erected. To what extent the public school gives preparation and possibility for honorable pursuit in life, to that extent it contributes to the stability of the foundation on which society itself rests.

JANITORS.

Moral as well as sanitary interests suggest the employment of good men in the position of janitor. As a rule those employed in this service in these divisions show, through faithful and conscientious discharge of duty, appreciation of their preference.

In a former report, after detailing the amount of work and watchfulness presented by our school buildings to keep them in good sanitary condition and to give to them that protection which due concern for public property requires, I recommended greater compensation for such service than then obtained. The observations of several years

since that report was made the more strongly confirm me in the conviction then expressed. In the absence of action I herein renew my recommendation.

It will hardly be questioned that good pay should be associated with good service. There may be, and undoubtedly is, now and then poor service, but where and when it exists it can easily be dispensed with, and good work insured by the pay that the position should offer.

STATISTICS.

In addition to the statistics used occasionally in the body of this report for succinct information or for comparison with corresponding items of previous years, are statistical tables which convey considerable, and it is believed interesting, information. These have all been taken from the records filed in this office. The records of last year as well as those of previous years have received that care and attention which are essential to accuracy and reliability, in recognition of the fact that without these qualities statistics have no value. They have much importance in being an easy, if not the best, medium for convenient and significant record through which to convey information, to institute comparison among statistics of different years in our own schools, or for their comparison with those of other systems of public schools.

CONCLUSION.

The condition which at present most seriously confronts and threatens the progress and growth of the schools of these divisions of the public schools of the District of Columbia is the large lack of ample and proper accommodation. As the result of this condition last year, 92 schools, embracing in their average enrollment about 39 per cent of the average enrollment in all schools, were restricted to half-day occupancy of the schoolroom; or, in other words, there were 46 schools more than schoolrooms, and in order to make some provision for the 92 schools the usual time of instruction was necessarily reduced. Even schools of third grade were on half-day time; and in the current school year, by reason of increased number of schools and of natural grade growth, there are schools of fourth grade on half time. In the continued lack of accommodation the reduction of time in the session of schools of yet higher grade is only a question of one or two years. It goes without the saying that if a whole school day as specified by the rules is considered necessary to complete properly grade work, it can not be properly accomplished nor made to yield equal benefit to the pupil in one-half of a school day.

Taken in its entirety, the year's work permits very favorable comparison with that of any previous year, and in some respects indicates larger growth. Though in the number of the school population embraced by the entire enrollment in the schools there was a slight decrease from that of the previous school year, due, in the large absence of employment on account of the general business depression, to the

inability of many of this population to clothe their children properly for school, yet the character of the attendance, both in degree of regularity and punctuality, was an improvement even upon that of the previous school year, in which it was excellent. In short; in all phases of school work and requirement insuring good degree of excellence, there was good and encouraging degree of growth.

In the encouragement given and interest shown by the trustees; in the active, intelligent, and conscientious labors of the supervising principals and teachers; in the pride of effort to excel, both in intellectual and moral attainment, on the part of pupils; and in the excellent degree of cooperation and appreciation by parents and guardians, are large factors in the accomplishment of the year's results.

Very respectfully,

G. F. T. COOK,
Superintendent.

STATISTICS.

TABLE I.—Showing the number of half-day schools of each grade in the seventh and eighth divisions, and the buildings in which they are located.

School.	First grade.	Second grade.	Third grade.	Total.	School.	First grade.	Second grade.	Third grade.	Total.
Sumner.....	1	.....	1	2	Jones.....	4	2	2	8
Magruder.....	3	3	.....	6	Slater.....	2	2	.....	4
Stevens.....	4	4	.....	8	Lovejoy.....	2	2	.....	4
Briggs.....	3	2	1	6	Lincoln.....	2	1	.....	3
Wormley.....	2	.....	.....	2	Giddings.....	3	3	.....	6
Phillips.....	2	.....	.....	2	Randall.....	5	3	.....	8
Garrison.....	3	2	1	6	Anthony Bowen ..	3	2	.....	5
Garnet.....	3	2	.....	5	Bell.....	2	2	.....	4
John F. Cook.....	3	2	1	6	Ambush.....	3	3	.....	6
917 P street NW...	1	.....	.....	1	Total.....	55	39	8	102
Banneker.....	2	2	2	6					
Logan.....	2	1	.....	3					

TABLE II.—Showing the average number of pupils to the school of grades below the High School, based on the whole and the average enrollment.

Grade.	Schools.	Whole enrollment.	Average to the school on the whole enrollment.	Average enrollment.	Average to the school on the average enrollment.
Eighth.....	10	492	49.2	407	40.7
Seventh.....	15	736	49	608	40.5
Sixth.....	16	813	50.8	670	41.8
Fifth.....	22	1,209	54.9	997	45.3
Fourth.....	27	1,510	55.9	1,246	46.1
Third.....	33	1,788	54.1	1,475	44.6
Second.....	45	2,277	50.6	1,877	41.7
First.....	55	2,922	53.1	2,410	43.8
Total.....	223	11,747	52.6	9,690	43.4

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TABLE III.—Showing the whole number enrolled in the seventh and eighth divisions in each grade, and per cent of enrollment for the school years 1891-'92 and 1892-'93, with increase and decrease.

Grade.	1893-'94.		1892-'93.		Increase.	Decrease.
	Whole enrollment.	Per cent.	Whole enrollment.	Per cent.		
Normal School.....	26	0.21	26	0.21		
High School.....	460	3.76	444	3.60	16	
Eighth.....	492	4.02	372	3.02	120	
Seventh.....	736	6.02	737	5.98		1
Sixth.....	813	6.65	865	7.02		52
Fifth.....	1,209	9.88	1,093	8.86	116	
Fourth.....	1,510	12.34	1,613	13.08		103
Third.....	1,788	14.62	1,898	15.39		110
Second.....	2,277	18.61	2,347	19.04		70
First.....	2,922	23.89	2,934	23.80		12
Total.....	12,233	100	12,329	100	252	348
SUMMARY.						
Normal and High schools.....	486	3.97	470	3.81	16	
Grammar schools.....	3,250	26.57	3,067	24.88	236	53
Primary schools.....	8,497	69.46	8,792	71.31		295
Total.....	12,233	100	12,329	100	252	348

TABLE IV.—Showing the number of schools of each grade below the High School in the seventh and eighth divisions.

Division.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	Total.
Seventh.....	18	14	12	10	8	7	6	3	78
Eighth (A).....	19	16	11	9	8	5	5	4	77
Eighth (B).....	18	15	10	8	6	4	4	3	68
Total.....	55	45	33	27	22	16	15	10	223

TABLE V.—Showing the absolute and relative growth of the High Schools of the seventh and eighth divisions for the last ten years.

Year.	Number enrolled in all grades, excluding Normal School.	Number enrolled in the High School.	Per cent of enrollment in all grades, excluding Normal School.	Teachers in all grades, excluding Normal School teachers.	Teachers in High School.	Per cent of teachers in High School on number of teachers in all grades, excluding those in Normal School.	Number of graduates from High School.
1884-'85.....	9,598	172	1.8	162	4	2.5	28
1885-'86.....	10,138	247	2.4	174	6	3.4	33
1886-'87.....	10,345	276	2.7	182	8	4.4	39
1887-'88.....	11,000	361	3.3	188	9	4.8	51
1888-'89.....	11,130	416	3.7	197	11	5.5	67
1889-'90.....	11,398	345	3.0	211	12	5.6	41
1890-'91.....	12,106	376	3.1	226	14	6.1	86
1891-'92.....	12,253	407	3.3	240	17	7.0	69
1892-'93.....	12,308	444	3.6	254	18	7.0	90
1893-'94.....	12,207	460	3.7	268	19	7.0	99

TABLE VI.—*Showing the number of schools of each grade in the seventh and eighth divisions, two of which occupy one room.*

Division.	First grade.	Second grade.	Third grade.	Total.
Seventh.....	15	12	3	30
Eighth (A).....	14	13	5	32
Eighth (B).....	16	14	.....	30
Total	45	39	8	92

TABLE VII.—*Showing the number of school buildings and schoolrooms occupied (owned and rented) in the seventh and eighth divisions for the last ten years.*

Year.	Buildings.			Rooms.			Year.	Buildings.			Rooms.		
	Owned.	Rented.	Total.	Owned.	Rented.	Total.		Owned.	Rented.	Total.	Owned.	Rented.	Total.
1884-'85.....	10	2	12	95	15	110	1889-'90.....	18	4	22	156	21	177
1885-'86.....	12	4	*16	114	17	131	1890-'91.....	18	4	23	166	22	190
1886-'87.....	11	4	15	112	17	129	1891-'92.....	21	3	24	186	21	207
1887-'88.....	13	9	22	129	28	157	1892-'93.....	21	2	23	198	10	208
1888-'89.....	13	8	21	129	27	156	1893-'94.....	†22	2	24	‡206	§10	216

* Building owned by first six divisions given up at end of the school year.

† Chamberlain building not counted.

‡ One used for Normal, 14 for High, 1 for supervising principal's office, and 6 for industrial schools.

§ Eight rooms for industrial schools.

Number of grammar and primary schools, 223.

TABLE VIII.—*Showing growth of the schools of the seventh and eighth divisions during the last twenty-seven years.*

Year.	Number of schools.	Number of teachers.	Number of pupils.	Year.	Number of schools.	Number of teachers.	Number of pupils.
1867-'68.....	41	41	2,300	1881-'82.....	130	143	8,303
1868-'69.....	52	52	3,000	1882-'83.....	135	147	8,735
1869-'70.....	66	63	3,650	1883-'84.....	140	154	9,181
1870-'71.....	68	66	4,986	1884-'85.....	149	162	9,614
1871-'72.....	75	78	4,661	1885-'86.....	161	174	10,158
1872-'73.....	76	86	5,188	1886-'87.....	168	182	10,365
1873-'74.....	74	87	5,280	1887-'88.....	176	191	11,040
1874-'75.....	75	89	5,489	1888-'89.....	186	202	11,170
1875-'76.....	76	90	5,454	1889-'90.....	197	216	11,438
1876-'77.....	79	92	5,954	1890-'91.....	214	230	12,132
1877-'78.....	96	109	6,515	1891-'92.....	224	244	12,280
1878-'79.....	108	119	7,731	1892-'93.....	229	258	12,329
1879-'80.....	117	130	8,080	1893-'94.....	236	272	12,233
1880-'81.....	121	134	8,164				

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TABLE IX.—*Showing whole enrollment of pupils in each grade, by sexes in the seventh and eighth divisions for the school year ending June 30, 1894.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	1	25	26	0.21
High School	140	320	460	3.76
Eighth.....	214	278	492	4.02
Seventh.....	320	416	736	6.02
Sixth.....	353	460	813	6.65
Fifth.....	526	683	1,209	9.88
Fourth.....	656	854	1,510	12.34
Third	777	1,011	1,788	14.62
Second	990	1,287	2,277	18.61
First.....	1,270	1,652	2,922	23.89
Total	5,247	6,986	12,233	100
SUMMARY.				
Normal and High schools.....	141	345	486	3.97
Grammar schools	1,413	1,837	3,250	26.57
Primary schools.....	3,693	4,804	8,497	69.46
Total	5,247	6,986	12,233	100

List of schoolhouses owned, with their respective locations and the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms.
.....	High School	M street, between First street and New Jersey avenue NW....	.....
7	Sumner.....	Seventeenth and M streets NW	10
7	Stevens.....	Twenty-first street, between K and L streets NW	18
7	Magruder.....	M street, between Sixteenth and Seventeenth streets NW	8
7	Wormley	Prospect street, between Thirty-third and Thirty-fourth streets NW.	8
7	Briggs.....	Twenty-second and E streets NW.....	8
7	Garrison.....	Twelfth street, between R and S streets NW.....	8
7	Phillips.....	N street, between Twenty-seventh and Twenty-eighth streets NW.	8
8a	Garnet.....	U street, between Vermont avenue and Tenth street NW.....	12
8a	John F. Cook.....	O street, between Fourth and Fifth streets NW.....	11
8a	Barneker.....	Third street, between K and L streets NW.....	8
8a	Jones.....	First and L streets NW	8
8a	Lovejoy	Twelfth and D streets NE.....	6
8a	Slater.....	P street, between North Capitol and First streets NW.....	8
8a	Logan	Third and G streets NE	8
8a	Patterson.....	Vermont avenue, between U and V streets NW	8
8b	Lincoln	Second and C streets SE.....	11
8b	Randall.....	First and I streets SW.....	12
8b	Giddings	G street, between Third and Fourth streets SE.....	8
8b	Anthony Bowen	Ninth and E streets SW.....	8
8b	Bell.....	First street, between B and C streets SW	8
8b	Ambush	L street, between Sixth and Seventh streets SW	8

Chamberlain building abandoned as unfit for use. See note † Table VII.

List of rented schoolhouses, with their respective locations and the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms.
8a	Miller	H street, between Sixth and Seventh streets NW	8
8a	.....	917 P street NW	2

SEVENTH DIVISION

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: I herewith submit the annual report of the condition of the schools under my supervision.

The number of schools in the division during the year was 78, graded as follows:

First grade	18
Second grade	14
Third grade	12
Fourth grade	10
Fifth grade	8
Sixth grade	7
Seventh grade	6
Eighth grade	3

STATISTICS.

Whole number of pupils enrolled	4,305
Average number of pupils enrolled	3,518
Average number in daily attendance	3,358
Percentage of attendance	95.4
Number at close of year	3,225

These statistics show a regularity and earnestness of purpose which speak more than it is possible to express in the brief space allotted to a report of this character. That the schools are making rapid and thorough progress there can be no doubt in the minds of those who observe their work from year to year. Their great improvement is due largely to the intelligent and untiring self-preparation of the teachers as a body.

Requests from teachers to this office for grade meetings during the year were many and gratifying, for the reason that they indicated the spirit of the true teacher. It is upon the spirit of the teacher after all that the success of our schools, yea of the race, and finally of the nation itself depends.

It is often said, and rightly, too, that the teacher makes the school. That the spirit of the teacher is the spirit of the school is just as true. The teachers realize the paramount importance of liberal scientific preparation, and have determined to secure it and give the schools the benefit of it. The days of school keeping are past and the dawn of school teaching is upon us. The teacher who comes to the work without a thorough knowledge of the mind and its various manifestations,

as seen in the schoolroom, and the means and methods by which it grows and gains information, is doomed to failure.

The teacher whose attainments are not broader and deeper than the mere routine of her grade, and whose mind does not think out new methods and feel new aspirations, is a miserable plodder, a parasite living on a body to whose life it contributes nothing. These are some of the thoughts that have been developed and discussed in our meetings.

LIBRARIES.

The growth of most of our school libraries has been nominal. In some buildings not a single volume has been added. This, of course, in a few instances, is due to a want of interest in the matter by the teachers, but the general reason is found in the fact that most of the buildings are buying pianos.

The Sumner School has done well, as the very excellent report below shows. During last year 171 volumes were added to the library, making the total collection 492 volumes.

On the 18th of last May the pupils of this school gave a concert the net proceeds of which amounted to \$210.25. This sum will be used in the further purchase of books for the ensuing year.

In addition to the above showing the pupils of this building have, within the last two years bought and paid for a piano costing \$250, and contributed nearly \$50 to the shoe fund.

The Briggs added only 5 volumes to its library, but it finished paying for a fine piano, the influence of which is seen and acknowledged in the excellent carriage of the pupils. It has not only given zest and life to the physical-culture exercises, but it has banished from the halls every form of disorder during the passage of the lines, and created a pride and pleasure in doing right.

Pianos have been bought for the Wormley, Phillips, and Garrison buildings, for which the pupils are paying by small weekly contributions.

SHOE FUND.

Scores of children have lost more or less time from school each year because of the inability of their parents to keep them supplied with shoes and other necessary clothing. The matter was called to the attention of the principals, with the suggestion that they create in their respective buildings a fund from which the needy might receive relief. To the suggestion four of the buildings responded, with the results shown below:

Sumner.....	\$45.38
Magruder.....	11.00
Stevens.....	33.33
Briggs.....	57.34
Total	147.05

The method of collecting the money for this fund was as follows: The wants and deprivations of the needy were brought to the attention of the pupils, with request that they deny themselves one penny a week to be used for the relief of their destitute mates.

METHOD OF DISTRIBUTION.

Whenever a teacher found a pupil who needed shoes, she at once reported the case to the principal, who would, in the most careful and delicate manner, supply his wants without the knowledge of anyone except the teacher. The pupil was thus saved the mortification of having his poverty published.

BUILDINGS.

The condition of the Sumner and Stevens buildings is a reflection upon the community. The old rooms at the Stevens are absolutely worn out. The floors in many places are worn to the thinness of veneer. Many window sashes are loose, and so badly decayed that they will not retain the glass during a moderate wind storm. Large openings are thus left, sometimes for months, during cold weather, making it almost impossible to heat the rooms properly.

From the cooking school, located in the basement of the Stevens building emanate odors which some of the teachers claim render the air in the halls and rooms above impure and oppressive.

The Sumner building, in many respects, is very little better than the Stevens. The walls are dingy and the floors poor. The doors are without proper fastenings, and thousands of dollars in property are left without protection. Many books were lost last year from several rooms which were practically without fastenings. Each teacher should be provided with a closet or bookcase, in which the numerous books may be kept in safety.

The Garrison is still without a yard, consequently the children are forced into the street during the recesses.

In closing, I wish to acknowledge my indebtedness to the parents and teachers for the very cordial support which they rendered me during the year.

Very respectfully,

H. P. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent Public Schools.

EIGHTH DIVISION, A.

WASHINGTON, D. C., June 30, 1894.

DEAR SIR: The following is a report of the schools under my supervision for the year ending June 30, 1894:

Distribution of schools.

Buildings.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	Number of schools.	Number of rooms.
Cook	3	2	2	1	1	1	1	1	12	10
Banneker	2	2	2	1	1	1	1	1	11	8
Jones	4	2	2	1	1	1	1	0	12	8
Slater	2	3	1	2	1	1	0	0	10	8
Garnet	3	2	2	2	2	1	1	1	14	12
Logan	2	2	1	1	1	0	1	1	9	8
Lovejoy	2	2	1	1	1	0	0	0	7	6
917 P Street	1	1	0	0	0	0	0	0	2	2
Total	19	16	11	9	8	5	5	4	77	62

During the present year there have been formed 1 eighth, 1 seventh, and 1 first grade schools, making a total of 77 schools under my supervision.

Half-day schools numbered 37 throughout the division. There were 5 third-grade schools compelled to hold half sessions during the year, a fact harmful to their progress. These were found in the Cook, Banneker, and Jones buildings. This emphasizes the need of more rooms in the vicinity of these buildings.

SCHOOL BUILDINGS.

During the summer new and improved furnaces were put in the Cook and Banneker buildings, and we were thus spared the necessity of closing schools on account of cold rooms.

Again I enter a protest against the occupancy of the basement room at the Cook building for a schoolroom.

The Lovejoy sadly needs repairs inside and outside. There is no place for the pupils during recess, and so they must either be turned outdoors or remain in the schoolrooms during inclement weather.

The other buildings are in very good condition. I think the somewhat dingy walls in several buildings should be made more attractive. With little extra expense our school buildings could be made beautiful as well as useful.

The panic which occurred at the Garnet School in October, fortunately to the serious injury of no one, caused the authorities to investigate carefully the exits of the various buildings. As a result of the panic, fire drills were instituted in all of the buildings as a means of safety.

The janitors of these buildings have generally performed their duties faithfully.

One of their number, Mr. James W. Taylor, died toward the end of the session.

FREE TEXT BOOKS.

At the beginning of the session the seventh and eighth grades were furnished with free books, thus permitting every grade to share in the benefits that accrue from so wise a provision. That the schools are abundantly blessed, that progress is made, that delays and vexations in securing books are a thing of the past, all were evident from the readiness and ease with which the schools started on their important mission.

The teachers appreciate very highly the advantage given by having such assistance, for they can at once plunge into the legitimate work of the schools. They fully realize that these books are intrusted to their custody to be carefully guarded against loss or abuse. The pupils feel that they are a beneficent loan, and that they are to be used and not abused. They thus learn to respect books—"light-houses erected in the great sea of time." The result is that the thousands of books scattered throughout the various schools have been well cared for, and very few losses reported at the close of the year.

A few books were reported as destroyed on account of contagious diseases. An order that such be destroyed exists, but some uncertainty and difficulty are encountered in carrying it out. Shall they be destroyed by the school authorities after they shall have been returned to school, or shall their destruction be left to the families where the diseases exist? If the former plan is adopted, then there is danger of disseminating the contagion by the very presence of these books in school, though it be but for a very short time; if the latter course is followed what proof or evidence have we that the requirement has been faithfully carried out? Thus these disease-breeding and disease-scattering books may eventually find their way back into school. Would it not be well to request the health department to attend to this matter and send to the proper parties a list of the books destroyed?

MEETINGS.

The customary teachers' meetings have been held. At the outset the work mapped out in the course of study was discussed and changes noted, thereby avoiding confusion and misdirected effort. The work of each grade is unified; the teachers feel that they are collaborators with others in accomplishing a definite work. The supervisor conducts all such meetings. He explains his views, answers questions, and points out to the teachers what is expected in the particular subjects discussed.

About Christmas another series of meetings was held to compare notes, mark the progress made, and map out specific work to be done

within a certain period. It is found that by having a clear object in view more and better work can be done. Monthly meetings of the principals of the various school buildings were held throughout the year.

At such meetings government, discipline, sanitation, and topics appertaining to the close, clean working of the schools were discussed.

Much harm was done the schools through the frequency with which the teachers were summoned from their rooms to attend meetings of the special teachers. These meetings were many, for drawing, music, and physical culture. Day after day grade after grade was ordered to close at 1 o'clock and meet the directors of these branches. By daily turning so many children into the streets the continuity of the school work is broken and chance given for children to get into mischief, since being dismissed at so unusual an hour their parents were ignorant of the fact, and so could give no attention to them.

WORK OF THE SCHOOLS.

The high rank reached by the schools of Washington has not been attained in a day, but is the result of growth. The magnificent and convenient school buildings, the full and complete equipment, and, above all, that earnest and enthusiastic body of trained teachers are the factors in this progress. To keep this exalted place demands vigilance all along the line, along the whole course. The best work is done only when the *tout ensemble* of the curriculum is firmly, clearly, and fully comprehended by each and all.

GEOGRAPHY.

The trend of educational thought to-day is to teach this subject in its bearings on the earth as the home of man, in its relation to commerce and history.

In consonance with this idea the child is sent to the actual world around him, to that part of nature which is bounded by his own home. Here, with seeing eye and listening ear, he gains his first ideas and concepts from things, becomes a discoverer in his own right. Many excursions were made into the fields and valleys of the surrounding country to notice the formation of soil, valleys, and streams. The divorce that existed between nature and the ordinary text-book has been seen, and an effort made to remedy it. The old text-book method ignored nature almost entirely. The present tendency, unless carefully watched, will ignore the text-book entirely. The best results must spring from a proper union of the two. The supervisor, in order to do good work in this subject, assigned topics to teachers in the various grades.

These, by the help and suggestion of the supervising principal, were thoroughly developed in the schoolroom by each teacher. On the day appointed all the teachers of that grade met in that room to listen to

the lesson. After the lesson was finished and the pupils dismissed the teachers and supervisor discussed the lesson.

From such meetings splendid results flowed. The teacher, for the time being, becomes a specialist, full of energy and enthusiasm. The pupils naturally catch the spirit, take fire, intense interest is manifested, researches are made, and facts gathered. The text-book stretches away into the domain of science, art, and literature. Thus they learn the sources of knowledge—who has written and where and how it is to be found. You have but to give them the “tip” and they will do the rest.

Time and space are wanting to adequately describe each lesson, but I can not forbear mentioning the one on mathematical geography in a seventh grade. It was well planned, finely given, and therefore intensely interesting and profitable. The attention paid to the language of the pupils was a feature worthy of all commendation. The drawings, models, and illustrative apparatus made by the pupils showed superior training.

The purely didactic element had but small place here. The pupils observed, concluded, and expressed their inferences in proper language, the right word in the right place, evincing remarkable discrimination in the choice and use of words.

The lessons on physical geography in the third grade on Asia and Africa, on soils and springs, were equally good, and full of interest and suggestive helpfulness.

LANGUAGE.

Year by year the fruits of effort put forth in the right direction are becoming more apparent in the ability shown by our pupils to use correct idiomatic English. Teachers are beginning to realize that it is the essence of folly to expect children to express their thoughts on what they do not comprehend. This pointless method of teaching language was the cause of loud complaint against the schools. Here, then, was seen a most glaring defect, and by untiring effort right views are pretty widely disseminated among the teachers. With us the task is herculean. It demands courage, patience, and indomitable energy.

The evil influences of incorrect speech wage a ceaseless warfare against the schoolroom teaching. The pupils are deprived of association with intellects who have given strength and beauty to our tongue, and so the book and living teachers are the sole means of guidance. The *vis a tergo* which emanates from cultured homes and associates is entirely wanting. Considering the appalling difficulties to be conquered, the progress made is deserving of high praise, and reflects great credit upon the corps of teachers. Since so much depends upon the teachers here, there is absolute necessity for them to be masters of the language, not in the power to dissect a sentence by analysis with grammar in hand, but in the daily employment in the schoolroom of language that violates none of the canons of good usage. He who

would description teach must himself description know. Hence, in a series of meetings the supervisor has tried to make plain the various kinds of writing and composition. There have been sent to his office compositions which showed that they, the teachers, are intelligently teaching the subject. We need to create and sustain among our pupils a taste for good literature. This is the most ready and available means of erecting in their minds a standard for the chaste, correct, and elegant use of English. Shut out from intercourse with the enlightened men and women of society and business, our children still have the entrée into the society of books so generously furnished by the efforts of teachers and pupils in the various school buildings.

TECHNICAL GRAMMAR.

The past session witnessed what might be termed the renaissance of technical grammar, not of letters that killeth, but of the spirit that maketh alive; not the *ipse dixit* of this or that grammarian, who is but the collector of the laws of the language, but a spirit of individual private judgment, formed and enlightened by a proper study and appreciation of the facts of the language. At the commencement of the session the outline or syllabus of grammar seemed a rock of offense to many, and the new grammar, as it was called, created much comment.

In meetings especially called for that object we discussed thoroughly the subject, aiming to interpret the new in the light of the old. Being satisfied that the plan was rational, and wholly in keeping with the genius of our language, I systematically laid out and explained the work to the fifth, sixth, seventh, and eighth grades. The facts of the language must come from a careful study of the language. Hence, synthesis was the first thing to be taught. The pupil was led to express his own thoughts, and then modify them by the addition of words, phrases, and clauses. He therefore understands the office and force of each added part, and is not swayed by the say-so of any grammarian, but retains his independence and originality.

The tendency to present the technicalities of grammar too early and too minutely should be constantly watched and curbed.

The science of language calls for judgment and ripe reason beyond what is possessed by the average public school pupil. Hence, it is better to spend more time and effort in the progressive use of language as provided for in the compositions than in the ordinary day dissection of sentences under the name of minute grammatical analysis.

Under the stimulus of this new idea, the pupils could grasp the entire idea in all its strength and beauty. Interest was created and sustained, and this hitherto dry and uninviting and unprofitable subject has become one of the most fascinating and valuable.

READING.

In the primary rooms there is little to criticise in this subject except to remark that pupils are kept too long on the word method. They should, as soon as possible, be taught to make out the new words by

sounding them. I have thought that by energy and rightly directed effort on the part of the teachers, the children in the lowest grade ought to read a great deal more matter than is usually given. In the higher grades the reading is not good considering the good foundation laid below. The fault, doubtlessly, lies with the teachers who fail to manifest enthusiasm and proper skill and preparation in the conduct of a reading recitation. We learn to read by reading, and so if we wish for reading with proper expression it must be thoroughly and conscientiously taught. Our pupils must acquire the habit of reading and a taste for the best literature.

SPELLING.

Sound spelling was particularly emphasized in the lower grades as the key to decipher unknown words, and as the means of inculcating a clear enunciation and pronunciation. The children of the schools especially need this to overcome and counteract the evil influences of the street and homes. Judging from the compositions written by pupils the spelling of ordinary words is highly commendable. A proper union of oral and written spelling serves to give good results and keep up interest. I am happy to say that there is gradually growing up in the minds of both teachers and pupils a pride in this matter, and the written productions are rarely marred by the presence of misspelled words. Here eternal vigilance is the price of success.

NATURE STUDY.

In this fruitful and interesting subject there is room for better work and progress. Careful and full preparation by the instructor is absolutely essential. By enabling the learner to master a few types under each head, you give him power to appreciate keenly the great world about him. I have thought that, perchance, the great body of teachers does not properly comprehend and appreciate the value of this subject. The presence of the microscope will give an impetus to this work and in the future we shall get better results.

PHYSIOLOGY.

In carrying out the object of this subject great stress is put upon hygiene, impressing the young with the fact that it is most useful—that it is their duty to live in accordance with the rules learned at school. Thus the lessons learned at school become the potent lever to lift the homes to a higher plane.

ARITHMETIC.

Mental arithmetic has received much time, because only by it can the principles be taught as a prerequisite to seat work. By dealing with problems involving small numbers, the conditions can be firmly gathered and held—the what carefully and logically laid out, and then the how and why can be easily given.

The intellect is trained and strength gained. Instead of tidbits the mind is able to seize entireties, thus developing power and skill to reach just and correct conclusions. Slate work tends to exalt the dull, mediocre, and sluggish, and to put a premium on mere mechanical work.

MANUAL TRAINING.

With pleasure let me put myself on record as most heartily in favor of this feature in our educational work. No one disputes the statement that earning a living should be made easier by the education received. Our children must not only know, but should know how to do something practical. Learning without capacity is of small value in the rush and war of a busy world. That training which helps and inclines the young to enter at once upon the business or trade for which they are destined is of most worth. A knowledge of tools, such as is furnished by our shops, together with the general training given by the common schools, will put all in a fair way to achieve success in the world's broad field of battle.

The boys and girls will have something to do, because they will be prepared to do and will possess the will and inclination to work, which is so frequently lacking in the merely book-learned boy. The capacity to take part in the multitudinous industries of the community is the best check to idleness and crime. Here lies the salvation of the rising generation, and the policy of the authorities should be to enlarge this department. To lay a proper foundation and assure a successful issue, well-trained, skillful instructors must guide, direct, and inspire the pupils.

DISCIPLINE AND THE KINDERGARTEN.

By how much the power, patience, time, and influence of the teachers are expended in mere matters of discipline and government, by so much is the legitimate work of the developing intellect curtailed. The child must be first brought under control before the real work of the school can go on. Now, it is a fact patent to all that a great number of our pupils are yearly put into school having been gathered from homes lacking in proper influences. They are collected from the street, where, through neglect not wholly the parents fault, the animal has run riot and the divinity has been crushed. With this mass of infant humanity our teachers must contend long, earnestly, and patiently before the stage is reached when training can commence. Wills must be controlled and passions subdued. Hence valuable time is lost. Why not let the beneficent arm of the school be stretched forth and gather these children into places where, under kind and skillful women this preparatory work may be done?

This laudable formative training may well be begun at 3 or 4 years of age. Transplanted from these nurseries into the regular schools, the work of instruction can start without friction and with immediate success and progress. By such a step incalculable benefits would be conferred upon the community and upon the parents, whose whole time is

occupied in earning bread for their families. But greater and grander results would accrue to the children themselves in being thus early shielded from the damaging and demoralizing influences of the street and evil companions and in being taught to so early subdue their wills and passions. The class of juvenile offenders would grow less, and the officers of the law would, in a measure, find their occupation gone.

Humanity, duty, civilization, and self-preservation demand some such step. Future generations can be improved only by improving the young. The salvation and elevation of the race must be found in properly caring for the neglected children—the waifs of the streets and alleys. If by such a measure they can be saved from the jail and penitentiary, then it is much cheaper and better to prevent their going there than to try to reform them after they are landed within the walls. Let the officers rather spend a little time in hunting up these urchins for kindergartens than in dragging them to the station and police courts.

TESTS.

Teaching will never rise much higher than the tests or examinations. Toward the close of the term tests were given in mental arithmetic, grammar, language, history, Constitution, and algebra.

TEACHERS.

Whatever of progress and excellence has been won in the schools is due to the great body of teachers who daily stand in the presence of the learner and break for them the bread of knowledge. Through them and with them I have striven to accomplish the work. I have made it plain that among us there is greater and longer necessity of using the concrete in teaching.

With us objective teaching is a *sine qua non*, because of the general lack of proper ideas and concepts among the learners. The child whose father possesses a glorious inheritance, "the heir of all the ages," both in intellect and material matters, enjoys all of these, sees and hears the best people of the best society, travels at home and abroad. He thus is early and easily in touch with the literature of schoolbooks and with general knowledge.

Under these conditions it is indeed a "delightful task to rear the tender thoughts."

On the other hand, our pupils are in a civilization, but not fully of it, and so lose what springs from contact; and the knowledge gained is too apt to be bookish and theoretical. Therefore the teachers should be *au fait*, wide awake, able to recognize the ability of individual pupils, able to differentiate a general course of study to suit the needs of the mass of the schools. Environment gauges the intelligence.

It is not all of a teacher's life to develop the intellect. There is an equal, nay, more imperative need that the moral life be strengthened. The teacher should aim to touch the springs of right motives. Our

children need that silent and elevating spirit which should stream constantly from the earnest, full-rounded teacher. He should possess the missionary spirit, and show forth an unimpeached and unimpeachable character.

Nothing could be more beautiful than to see the teachers put forth efforts to give shoes to the shoeless, garments to the naked, and to alleviate distress among the pupils and patrons of the various schools. With such a noble spirit of charity, humanity, and brotherly love, coupled with a zeal and professional efficiency in the corps of instructors, our schools are worthy of the confidence placed in them, and are the levers to lift to a higher and nobler life not only the pupil, but the parent through the pupil.

Death claimed two of our most promising young teachers, Misses Sarah J. Neal and Alice V. Ashton. Miss Neal succumbed to disease during the summer vacation, and Miss Ashton shortly after the opening. Their faithful, efficient, and conscientious work in the schoolroom is their best encomium.

Respectfully submitted.

W. S. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. Cook,
Superintendent Public Schools.

EIGHTH DIVISION (B).

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: In forwarding my statistics for the year, I desire to make report that the schools of my division have done most satisfactory work during the year. There has been a marked increase in the enthusiasm and interest shown, and the teachers, with few exceptions, are striving to reach that point of excellence, both in the science and art of teaching, when they shall be able to do the greatest possible good for their children. We have taken up and followed this year with remarkable success many new lines of work—notably the science work—and feel assured that another year will furnish us opportunity for greater development along these lines.

I can only renew my recommendations of former years in regard to buildings.

I desire to commend my teachers and janitors to you and the local trustee, and also to thank you both for the courtesies shown me during the year.

Very respectfully,

J. H. N. WARING,
Supervising Principal.

Mr. G. F. T. Cook,
Superintendent Public Schools.

HIGH SCHOOL.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: I have the honor to submit herewith my annual report for the year ending June 30, 1894.

NUMBERS AND ATTENDANCE.

Number of pupils readmitted from previous year.....	235
Number admitted at the beginning of the year	214
Number subsequently admitted	11
Number of withdrawals	14
Number at the close of the year.....	398
Whole number enrolled (girls, 320; boys, 140).....	460
Average number enrolled.....	426
Average number in daily attendance.....	409
Percentage of attendance	96.1
Whole number in academic course (girls, 224; boys, 69).....	293
Whole number in business course (girls, 74; boys, 66).....	140
Whole number in scientific course (girls, 22; boys, 5).....	27

INSTRUCTION.

There are three courses of study offered to the pupils—academic, scientific, and business. The first two require four years for their completion; the last, two years.

The academic and scientific courses give a general education and prepare pupils for the Normal School and college. The business course prepares pupils for clerical work in the Departments or in private establishments.

I wish to repeat this year my recommendation in my report last year, and will therefore simply quote from last year's report:

I would recommend that the business course be extended to three years, and that it be changed into a business and mechanical course, with the studies so arranged that the graduates will be qualified to pursue either clerical or mechanical work, as they may elect or find convenient.

Such a course could comprise English, geometry, physics, chemistry, bookkeeping shorthand, typewriting, drawing, wood and metal work, and steam engineering. It would be similar to the course pursued in the manual training and industrial schools of Philadelphia, Boston, New York, Chicago, and most of the large cities in the country.

I have earnestly urged the adoption of a course substantially similar to this in last year's report. I shall repeat the same arguments used then.

In the important development of manufactures, mining, steam and water transportation, the mechanical arts, and the wonderful modern uses of electricity, a graduate from such a course would be better equipped to meet the modern demands than one pursuing the course as at present constituted.

Fortunately for us we have the means of establishing such a course without any additional teachers or buildings or other expense. The wood and metal work and steam engineering can be pursued in our present establishment for that purpose, and with our present force of instructors, who are fully competent.

The physics, geometry, and chemistry can be pursued in the classrooms and laboratories of the school. The other subjects are taught already in the business course.

I earnestly hope that the committee will take this matter into serious consideration.

and decide to establish this course this year. The education conferred will have the double advantage of mental development and discipline, and the practical result of securing immediate and remunerative employment.

MARKING AND DISCIPLINE.

We have pursued the same course this year that we have for the two years previous in ascertaining and determining the scholarship and deportment of pupils. The recitations are marked when made, and at the end of each quarter those pupils who have not attained an average of 75 in each study are required to enter the examination in that study.

The attendance and behavior of pupils also are essential elements of exemption from examination. Those who are absent from school more than three days in a quarter must enter all the examinations for that quarter, while those whose record is below 85 in deportment in any quarter must enter the examinations for that quarter. Thus, any one of the three things mentioned—scholarship, attendance, and deportment—may compel a pupil to enter the examinations.

The pupils are required to make an annual average of 65 per cent in each major or daily study, and 50 per cent in each minor or weekly study, for the purpose of unconditional promotion or graduation. Pupils who are promoted conditionally must remove the condition by an examination at the beginning of the next school year or remain unclassified, and can not graduate until they pass a satisfactory examination.

Our experience has satisfied us that this method is sufficient to call forth the highest exertion on the part of the pupils in their scholarship, and it also affects the attendance and deportment most favorably.

We are aware that the system of marking recitations and examinations is not perfect; teachers differ in estimating the value of an answer; but nothing yet has been discovered to supersede this method, and, when applied with ordinary common sense, it affords the nearest approximation to justice and impartiality, acts as the greatest stimulus to careful preparation, and gives the greatest satisfaction to the majority of both pupils and teachers. The desire to excel others may not arise from the noblest motives, but it certainly is an incentive to the highest effort and development of the pupils.

Three courses of study outlined.

Year.	Academic.	Scientific.	Business.*
First.....	English. History. Algebra. Latin. Zoology.	English. History. Algebra. German. Zoology.	English. Business arithmetic. Bookkeeping. Penmanship. Shorthand. <i>Typewriting or mechanical drawing.</i>
Second...	English. English history. Greek. Geometry. Latin. Physics or chemistry.	English. English history. French. Geometry. German. Physics or chemistry.	English. Bookkeeping and business practice. Commercial law and commercial geography. Shorthand and typewriting. <i>Advanced mechanical drawing.</i>
Third....	<i>Trigonometry and surveying or history.</i> Latin. English. French. German. Greek. Botany or chemistry and mineralogy or advanced physics. <i>Political economy.</i>	<i>Trigonometry and surveying or history.</i> German. English. <i>Botany or chemistry and mineralogy or advanced physics.</i> French. <i>Political economy.</i>	Each year of this course is complete in itself.

* This course does not prepare for the Normal School.

Three courses of study outlined—Continued.

Year.	Academic.	Scientific.	Business.*
Fourth...	Latin. English. <i>Advanced botany or chemistry or physics.</i> Greek. Geology. History. <i>Analytical geometry and college algebra.</i> French.	German. English. <i>Advanced botany or chemistry or physics.</i> Geology. History. <i>Analytical geometry and college algebra.</i> French.	

*This course does not prepare for the Normal School.

Elective studies are printed in italics; all others are prescribed.

A general exercise in drawing is required in all the courses. A general exercise in music is optional, except for Normal School candidates, for whom it is prescribed.

Military drill will be conducted under the same regulations as during the past year.

Manual training for pupils of both sexes throughout each course is optional.

Not more than four studies may be pursued at one time.

Candidates for diplomas must pursue all the prescribed studies and at least four studies in every year. Students who, from any cause, fail to meet this requirement are enrolled as "unclassified" and can not graduate until the prescribed work is satisfactorily made up.

Pupils who desire to prepare for college can make special arrangements of their courses upon written application to the principal. This must be done by pupils of the second year who elect Greek or French.

Pupils who have satisfactorily completed the three-year course shall be entitled to a diploma, and those who have completed the advanced (or fourth year) course to an additional diploma to June, 1895, after which four years will be required both for admission to the Normal School and for graduation.

I shall now state briefly the amount and nature of the work performed in each subject, and the number of pupils in each.

ACADEMIC AND SCIENTIFIC COURSES.

ENGLISH.

Number of pupils: First year, 138; second year, 97; third year, 81.

In the first year three hours a week are given to English. We gave four hours a week formerly. The change to three is of doubtful advantage. The course pursued is as follows: The first quarter was devoted mainly to the correction of common errors in English, to letter writing, and simple description and narration. Special attention was given to punctuation, the use of capitals, outlining, and expression.

In the second quarter selections from Longfellow's *Tales of a Wayside Inn*, together with the life of the author, were studied. In connection with this work a brief sketch of American literature was given to the pupils.

In the third and fourth quarters the work consisted in studying the history of the language, the simple principles of rhetoric, and selections from Tennyson's *Idyls of the King*.

The reading during the different quarters furnished subjects for description, narration, and biographical sketches. Letter writing was continued during the year.

The work was conducted with a view of cultivating the pupil's power of expression and creating in him an appreciation of good literature.

In the second-year classes only two hours a week were given to English. Three hours a week were given formerly. As we stated of the change in the first year, this is of doubtful advantage. The compensation for the loss of an hour a week in English in the first and second years is the increase of the course from three to four years, and the study of English for four hours a week in the third and fourth years.

The progress in the second-year classes was satisfactory. Kellogg's Rhetoric was begun in the first quarter and finished in the third. The pupils have been required to write essays frequently, and have read Lowell's Vision of Sir Launfal, and the Commemoration Ode. In the fourth quarter argumentative discourse was studied by the pupils, who showed great enthusiasm in the debates assigned to them.

In the third-year classes four hours a week were given to English. The pupils read two plays of Shakespeare—Merchant of Venice and Hamlet—one book of Paradise Lost, together with the history of English literature from its earliest period to the time of Milton.

LATIN.

Number of pupils: First year, 123; second year, 85; third year, 81. Five hours a week were given to the Latin classes in the first year, and four hours to those of the second year and third year. This is an increase of an hour a week in the first year over former years, and enabled us to accomplish more and better work.

The first year Latin classes have read fifteen chapters of the first book of Cæsar's Commentaries. They have acquired a fair average mastery of forms and grammatical construction.

The classes of the second year read the first three books of Cæsar and devoted two recitations a week to Latin prose composition. The grammar work was rules for syntax, uses of the subjunctive, infinitive, gerund, gerundive, and indirect discourse.

The third-year classes have read two orations of Cicero—Milo and Marcellus—and the first book of the Æneid.

GREEK.

There were 8 pupils who elected Greek this year, 5 in the second year, and 3 in the third.

Four hours were given to Greek in the second year, and five hours in the third year.

The pupils of the second year, who began Greek, studied White's Greek Lessons the first half of the year, and Goodwin's Grammar throughout the year, attention being given largely to the declensions and the verbs.

The third-year pupils who had studied Greek the previous year, and were therefore in the second-year Greek class, read two books of the Anabasis, and spent a portion of their time acquainting themselves

with the main features of Greek literature. Careful attention was given to the analysis and grammatical construction of the language. Composition also formed a part of the work.

With a third year in Greek by the pupils of the fourth-year class, they will be easily prepared to enter the best colleges.

GERMAN.

Number of pupils: First year, 15; second year, 12; third year, 27.

A larger number of pupils have taken German this year than heretofore because we have had for the first time a second-year scientific course, also because of the added interest among the third-year academic pupils, 27 of whom took German as an elective.

The natural method of instruction modified somewhat is employed as usual; conversation in the language is carried on with written work, viz: Sentence writing, and reproductions from anecdote and short stories.

The first-year scientific class—five hours weekly—has studied during the year volume 1 of Bernhardt's *Sprachbuch* and has read Stern's *Studien und Plauderein*, Storm's *Immensee*, and Baumbach und Wildenbruch's *Es war einmal*.

The second-year scientific class—four hours weekly—read Helene Stökel's *Unter dem Christbaum*; the first two periods in German literature from Bernhardt's *Deutsche Litteraturgeschichte* were studied and the class had frequent exercises in reproduction from anecdotes, with grammar work.

The third-year academic course—five hours weekly—has read *Studien und Plauderein*, *Es war einmal*, *Immensee*, and Von Moser's comedy *Der Schimmel*—the latter with poems, songs, reproductions from German literature and quotations being rendered in an exercise at the close of the school year by this class, assisted by the first and second year classes of the scientific course.

ALGEBRA.

The number of pupils studying algebra was 138. The number of hours given to this study was increased from four to five. This enabled the pupils to cover more ground and be more thorough, and was, therefore, more satisfactory. The same general methods in the presentation of principles have been applied as in preceding years.

GEOMETRY.

The number of pupils in geometry was 58. Four hours a week were given to this study. The pupils covered the usual ground, viz: Five books of Wentworth's *New Plane and Solid Geometry*. The fourth hour of each week was given up to written work, and this plan was found to work satisfactorily. Originality was also required and encouraged.

PHYSICS.

Number of pupils: Second year, 78; third year, 70. Five hours a week were given to this subject in both the second and the third year. This increase from four to five hours was found to be of advantage in accomplishing a greater amount of work.

The second-year classes pursued the course as laid down in Gage's Introduction to Physical Science as far as the dynamo.

The third-year classes completed the subjects of sound and light, and a course in electricity and its useful applications; the last month of the year was given to the study of projection, and the processes of lantern-slide making, especially the photographic process.

HISTORY.

The number of pupils in history was as follows: First year, 138; second year, 85; third year, 8. Four hours were given to this subject in the first year, three in the second, and four in the third. This was an increase of one hour each in both the first and second years, and was found to work satisfactorily.

The methods pursued were similar to those of last year; topics were assigned to pupils of the first year in part only, while all of the lessons of the second and third years were assigned by topics.

The text-books used in the first year were Myer's History of the Eastern Nations and Greece and Allen's History of the Roman People. In the second year Myer's General History and Montgomery's Leading Facts in English History were the text-books. Sheldon's History was used as a reference book with much profit. It stimulates independent research and thought, and is calculated to inspire patriotism. I would therefore recommend its adoption as a regular text-book. Fiske's Civil Government was the text-book used by the pupils of the third year. This author was thoroughly studied by the pupils who elected history, who were among the best in the third year.

CHEMISTRY.

The class in this subject was composed of 7 pupils, 4 in the third year and 3 in the second year.

The work in introductory chemistry continued throughout the year—five hours a week. The time was divided between laboratory work—two hours a week—and recitation and lecture work. Besides the work in general inorganic chemistry some time was given to elementary organic chemistry during the last quarter. Introductory qualitative analysis was taken up during the fourth quarter, more as an introduction to the work of the next year, the substances for analysis consisting mostly of but one unknown.

The second year's work in chemistry was also five hours a week throughout the year. Both qualitative and quantitative analyses were considered. The work was confined almost wholly to the laboratory

with occasional recitations, lectures, quizzing, etc., on the subject. The quantitative analysis work was divided into gravimetric and volumetric. Owing to a lack of many facilities in this line the work was necessarily somewhat restricted. During the last quarter a short course in mineralogy was also given.

BOTANY.

Number of pupils, 48. The work in this subject is elective and confined to the third year—five hours a week throughout the year. The work was similar to that of the previous year, consisting of lectures, recitations, microscopical work, and original investigations. Each pupil presented a paper before the class, the subjects including a study of a plant or group of plants in the Botanic Gardens, the trees and shrubs of the District, some plant peculiar in its growth, a comparison of orders, etc. Each pupil was also required to make a special study of some order of plants. During the fourth quarter the greater part of the time was given to plant analysis; each pupil was required to prepare an herbarium of twenty-six specimens.

ZOOLOGY.

This subject is confined to the first year—one hour per week during the year. Invertebrate zoology was considered, and as much of vertebrate zoology as time would allow. During the recitations and lectures the pupils had before them either fresh or prepared specimens that they had collected or were given in class, and made a careful study of the material before them. During the fourth quarter the pupils collected and mounted a number of insects, and in some cases prepared alcoholic specimens. I would recommend that this course be increased to two years, or two hours be given to it each week.

BUSINESS COURSE.

ENGLISH.

Number of pupils: First year, 96; second year, 44. Time, four hours a week throughout the year.

In the first year, for the first quarter, the work consisted of a thorough study of punctuation, letter writing, and correcting errors in English, the principles learned being applied in written work throughout the year. Special attention was also given to the spelling, correct use, and choice of words. This was continued throughout the year. In the second and third quarters the classes took up the study of figures, sentences, diction, and began the work in Eaton's Manual, making a thorough review of business form. During the year the classes read selections from Hawthorne and Irving together with a study of the lives of the authors. This reading afforded an excellent opportunity for description and reproduction. The text-book used was Lockwood's Lessons in English.

In the second year the work was as follows: In the first quarter the

time was spent in a review of grammar, punctuation, use of capitals, and letter writing. The second quarter was devoted to simple description and narration, both oral and written, and to reading selections from Irving's Sketch Book. In the third and fourth quarters, Shakespeare's Merchant of Venice and Webster's orations, "Bunker Hill" and "Adams and Jefferson," were studied.

A brief sketch of American and English literature was given to pupils. The selections studied during the year furnished material for written work, as well as for the study of words and structure of sentences. In this course, as in the academic, letter writing was continued throughout the year.

BOOKKEEPING.

Number of pupils: First year, 96; second year, 44. Five hours a week were given to this subject. The increase of two hours a week in the number of recitations in bookkeeping in the first year has rendered it possible to complete both single entry and double entry as contained in the text-book. The first and second quarters were devoted to single entry, the pupils being required to write up the sets in the text-book, together with many original sets designed to illustrate the most important principles. Double entry was taught the remaining two quarters. In teaching this branch of the study much care was taken to have the pupils see the debit and credit relations in the various transactions coming under their notice. All of the sets in the text-book were written up, together with many additional ones involving transactions of a much more difficult character.

The pupils of the second year took up and completed the subject of double entry during the first two quarters, using Bryant & Stratton's and Goodwin's text-books. The pupils were also required to write up original sets in the different forms, selecting their own transactions. The majority of them did remarkably well, showing a thorough knowledge of the principles of double entry, the trial balances and the various forms of statements showing condition and results.

ARITHMETIC.

Number of pupils: First year, 96. Throughout the first year of the business course three hours per week were devoted to arithmetic. The text-book used was Sadler's Inductive Arithmetic, Part II. The pupils have been well grounded in the fundamental principles of percentage as found in simple, compound, and annual interest, profit and loss, commission and brokerage, partial payments, stocks and bonds, and foreign and domestic exchange.

SHORTHAND.

Number of pupils, 140: First year, 96; second year 44. Three hours a week were given to the first-year class and four hours a week to the second-year classes.

In the first year no material departure from the methods of instruction pursued last year, and which were then fully explained, has been made. The pupils were thoroughly drilled in the fundamental principles of the art by means of the exercises contained in the manual, as well as by outside matter of a similar nature.

Toward the close of the year business letters and other forms were given, which the pupils, after taking them down in shorthand, were required to write in longhand.

In the second year more work was accomplished this year, on account of one hour a week additional being given to shorthand. The teacher reviewed the work of the first year and dictated letters to the pupils, who were required to take them down in shorthand and transcribe them on the typewriter. Business letters and forms were also used for this purpose. Careful attention was paid to the pupils' spelling, punctuation, and knowledge of English. Speed was subordinated to neatness and accuracy.

TYPEWRITING.

Number of pupils: First year, 96; second year, 44. Time per week, three hours.

In the first year the course in typewriting was substantially the same as that of last year. After a thorough drill in finger exercises the pupils were gradually led up to letter writing. Due attention was paid to the care of the machines, the pupils having been frequently required to clean them, and to show in the most practical manner the uses of the various parts. In this study speed, while not ignored, was made secondary, the aim having been to form in pupils habits of accuracy and neatness.

In the second year, while more letter writing was accomplished than in previous years and better work generally, yet we were cramped on account of the small number of machines and the short time the pupils had for practice. We had to content ourselves, therefore, with a moderate amount of speed and a thorough knowledge of the construction and the manipulation of the machine. Careful attention was paid to accuracy and neatness.

COMMERCIAL LAW.

This subject was taught to the pupils of the second year during the first and second quarters by a series of lectures and examinations. The subjects of the lectures were: The sources of law, contracts, agency, partnership, corporations, sale, and commercial paper.

In the oral and written examinations that followed the lectures the pupils were made thoroughly familiar with the subjects, and evinced great interest in them. They made most commendable progress.

COMMERCIAL GEOGRAPHY.

This subject was taught to the pupils of the second year during the third and fourth quarters by a series of lectures and examinations. The subjects of the lectures were: A description of mathematical,

physical, and political geography, commercial highways, the area, position, products, exports, and imports of the chief commercial nations—the United States, Great Britain, France, Germany, and other countries.

PENMANSHIP.

Good writing can be obtained only by careful training, constant criticism of the pupil's work and comparison with copy, and attention to position of hand and body. One year, the time allowed the subject in this school, is not sufficient time for the eradication of previously contracted bad habits and the cultivation of good ones; consequently the results in this study are not what one could desire. To obtain the best possible results penmanship should continue through all the grades below that of the High School; then the pupil will have had practice enough to "set" his hand, and after once cultivating a good hand he is not apt to change it.

DRAWING.

All the pupils of the school were required to attend the regular classes in drawing one hour each week throughout the year. The pupils of the business course who elected mechanical drawing gave two hours a week. The special classes were optional, and were composed of pupils selected by the director of drawing on account of their aptness and willingness to give additional time to the subject. They gave from one hour to two hours additional to drawing.

MUSIC.

One hour a week throughout the year were given to music. While the work in music has been more satisfactory this year than last year, on account of having been made compulsory for entrance to the normal school, still the pupils come to the High School in all stages of advancement.

MANUAL TRAINING.

Two hours per week was given to the carpenter shop, and the same time to the metal shop. This work is elective, and, as I have reported for the last three years, the time is altogether too short to accomplish much good; and yet I cannot blame the boys for not giving more time to manual training, as the requirements for graduation take up all their time. The boys would give several hours to the classes in manual training if they were allowed to elect between it and one of the regular studies. I would heartily recommend such a course.

MILITARY DRILL.

Seventy-five of the 140 boys of the school joined the military company this year. They gave one hour a week to drilling, under the direction of Capt. Arthur Brooks, of Company A, Separate Battalion, National Guards, District of Columbia.

They made a public appearance at a competitive drill for a gold medal between the two platoons of the company at an entertainment

given by the school May 4, at the Metropolitan Baptist church on R street NW. Maj. Burton R. Ross, Capt. C. H. Ourand, and Lieut. E. L. Webster were the judges on that occasion. Maj. Ross, the efficient teacher of military tactics in the other high schools, spoke in the highest terms of the performance of the company. Capt. Powell, one of the Commissioners of the District, presented the medal to the winning platoon, and also complimented the boys highly on their creditable appearance and action.

The pupils paid their instructor from the proceeds of this entertainment, as they did last year. We hope other means will be provided for that purpose hereafter, as has always been the custom in the other high schools.

LIBRARY.

We have a library of about 1,000 volumes of standard works of fiction, history, and biography, and 78 volumes of encyclopedias and dictionaries. A part of these books was donated, and the rest purchased by the pupils from the proceeds of entertainments given for that purpose by the pupils. The encyclopedias and dictionaries are for the purpose of consultation and reference by the pupil during the study hours, and are in constant use. The other books are intended to furnish the pupils with entertaining and instructive reading at home, and are appreciated by them.

COOKING.

Thirty-six girls of the first year received instruction in cooking one hour each week throughout the year. As they attend the cooking school in the seventh and eighth grades, they complete the course of three years during the first year of the High School. The teachers of cooking justly complain of the shortness of time given for the purpose, and their inability to do the pupils justice on that account. If the same plan of making cooking elective in lieu of a study were adopted, as recommended in the manual training department, it would be of benefit to the pupils.

PHYSICAL CULTURE.

The work of the teacher of physical culture for girls has been of great benefit to them. All the girls were required to take the lessons once a week, unless excused by a physician's advice. The exercise lasted a half hour. There should be two lessons a week, but the time of the pupils is so occupied that it was impossible to have more than one recitation a week this year. The armory is used by the teacher for the lessons. It is admirably adapted for the purpose. The excellent effect of the teaching is observed in the carriage of the girls, and I have no doubt their health is greatly benefited by the exercise.

RHETORICAL EXERCISES.

These exercises are held in each class-room during the last hour of each Friday afternoon, with the exception of the last Friday in each

month, when general exercises are held in the assembly hall of the school, when all the pupils are required to attend. The literary exercises are interspersed with musical performances, both vocal and instrumental. These exercises are of great benefit and pleasure to the pupils, displaying and developing talents that would otherwise remain dormant and unknown, and inspiring confidence in the performers. They are a pleasant diversion at the close of the week, and are looked forward to by the pupils with eagerness.

The parents and friends of the pupils are invited to these exercises, and they often avail themselves of the opportunity to visit the school.

The graduating exercises were held in the Academy of Music June 20. There were 99 graduates, 68 from the academic course and 31 from the business course. The address to the class was made by Rev. Rush R. Shippen; Capt. Powell, Commissioner of the District of Columbia, conferred the diplomas upon the graduating classes, and Hon. B. K. Bruce, trustee, presided.

CONCLUSION.

In conclusion I desire to express my thanks to the teachers for their cordial and hearty cooperation in my efforts to make the work of the school successful, and I wish to acknowledge also my indebtedness to the trustee on the High School committee, Hon. B. K. Bruce, and yourself for your advice and helpful suggestions and uniform courtesy.

Respectfully,

F. L. CARDOZO, *Principal.*

Mr. G. F. T. COOK,

Superintendent of Public Schools.

NORMAL SCHOOL.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: In accordance with annual custom I take pleasure in recording the following facts and suggestions as a report for the Normal School, under your supervision, for the year ending June 30, 1894:

School opened September 21, 1893, with 25 females and 1 male, each of whom was graduated from the academic course of the High School, June 21, 1893. The attendance averaged 98.1 per cent, being exceptionally good. There were no withdrawals; 7 forfeitures of seat, all of whom were reentered save one—Miss Mary Alexander, who, after a lingering illness of consumption, passed away from earth's cares to receive the reward of the faithful. Her life made up in breadth and depth what it lacked in length. This left us with a graduating class, June 20, 1894, of 24 females and 1 male.

The average per cent of standing, including scholarship, attendance, manners, morals, ability to impart and manage, as evidenced by ten weeks' continuous practice under the constant and vigilant supervision of principal and teachers of the Normal School, is 84.8—the highest

being 89.6 and the lowest 77.9. To the thinking mind this relative standing indicates a general uniformity in the abilities above mentioned which is very gratifying to contemplate.

Mutual courtesy and forbearance have marked the intercourse of all parties concerned. The teachers' main object has been to induce strength of character and to elevate to the highest possible standard sound morals and good manners; to inspire that love of virtue and knowledge, which, when once established in the soul, enables one "to mold his own material, quarry his own nature, and make his own character"—a work which no one can do for another.

Contrary to what would naturally be expected in this age of progress in educational matters, there seems to be in this community only an indefinite idea of the real function of the normal school. It is recognized theoretically, if not practically, that to study education is as essential as to study English, for it is the subject which involves all other subjects:

The future welfare of the individual, as well as the nation, is dependent upon true value being placed upon instruction in education and teaching.

"The subject which involves all other subjects, and therefore the subject in which the education of everyone should culminate, is the theory and practice of education." Thus wrote Herbert Spencer many years ago, and upon this idea is based the function of the normal school. By studying critically the theories and practice of the past we escape many useless and often fatal mistakes. In studying the history and progress of education we can not fail to be interested as well as instructed and inspired as we approach the great beacon lights—Plato, Quintillian, Bacon, Locke, Comenius, Rousseau, Pestolazzi, Fröbel, and others.

The history of education is but the history of the development of civilization. To all schools below the normal the chief aim is to form the mind and to give general information, but the primary object of the normal school is how to use in the most economic manner that which is already known, and to skillfully and scientifically aid in the growth and development of the minds, souls, and bodies of those in our charge. This narrows the work down to professional or technical training, which presupposes that the general is thoroughly done in the elementary schools and lifts the normal training to the standard of professional, by which ambitious young men and women may fit themselves for a lifework.

The standard for admission should be placed more upon morals and manners as exhibited in regularity and punctuality, personal talk, style, neatness of attire and cleanliness of person, purity of thought as shown in action, genuine self-respect. Scholarship is desirable, but ought not to be made the chief corner-stone. Standing in the studies of the high school should not occupy the chief place in admission to the normal, for it is frequently the case that those who acquire most

readily, retain most easily, have the least ability to give out that which they know in a manner suited to teaching—attractive and clear.

If we would keep in the van of progress in our schools we must constantly raise the standard of teaching, not so much by improved text-books or methods, but by raising the moral and intellectual standard of her who gives life to the text-book and method—the teacher.

The stream rises no higher than its source. You must continuously improve the character of those who are to become your future teachers. This may be accomplished much more thoroughly by frequent consultations on the part of principal and teachers of the high school upon the individual merits of each applicant than by any examination test or yearly marking. Remove the temptation for unscrupulous action before and during the normal year—promise of position according to markings obtained in the normal school. Instead, substitute an examination superintended by educators such as our superintendent and supervising principals, and thus determine their fitness for appointment.

In teaching, the “why” generally decides the “how,” hence we formulate no set rules or laws governing either methods of instruction or management. Our efforts are directed toward having the pupil teachers realize that mental and moral growth, as well as physical, must be carried forward on individual plans suited to individual needs, and that the measure of what is right and wrong, fitting or unfitting, is the demand of their own souls and not the voice of those around them. Each child is an individual, and as such possesses a distinct character to be educated and developed, a distinct personality to be more and more defined. The teacher must recognize these differences and not attempt to mold all individuality into uniformity by forcing in any manner all and each to learn the same thing in precisely the same way. Originality of thought and action must be cultivated if we would accomplish our aim—individual heroic character acquired by personal effort.

The course of study as laid down by the honorable board of trustees has been faithfully followed, and we feel assured that many of the class have chosen teaching as a life work, and will thus stand before their pupils as examples of what the true and living teachers should be—a model of propriety and excellence, worthy examples for imitation in manners and general attainments.

Thanking you as superintendent and the honorable board of trustees for uniform courtesy and consideration, and acknowledging the hearty cooperation of all connected with the Normal School as instructors, I have the honor to remain,

Very respectfully, yours,

LUCY E. MOTEN,
Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

PHYSICAL CULTURE.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: I herewith submit my annual report of the work of physical training. The work for the year shows marked improvement over that of the preceding year. The teachers in all the schools seemed to have a greater appreciation of the importance of physical training, both for the benefit to the pupils and as an aid in their special work of developing mind and character. They were more enthusiastic and gave greater attention to details, emphasizing the necessity of a right position of the bodies of the pupils in standing, sitting, and walking, not only during gymnastic lessons, but at all times, and to this fact is due largely a very noticeable improvement in pose, in ease, and grace of motion in all the schools. In Summer building the teachers adopted a rule which required the children of all the rooms to give ten minutes each day to marching through the building to music under the watchful eyes of the teachers, who corrected improper walking and positions. Such a requirement was very beneficial; it added variety and pleasure, and might well be adopted in all the schools.

Meetings for the teachers were held the same as last year. They showed greater interest in the exercises and were anxious to understand the theory of the system taught, and communicated their added interest and enthusiasm to their pupils by having a broader idea of the work which they were to do.

Nearly all the buildings, with few exceptions, which did not already have pianos purchased them with money raised by concerts and contributions of the pupils. By means of these pianos a code of signals for rising, marching, and sitting were adopted and used and a uniformity of movement through an entire building was secured, which added very materially to the attention given to and the precision of all movements.

The last two months, for three days of each week, all the schools practiced a wand drill, and for two days of the week all the rooms in each building practiced the drill with music at the same time. The pupils furnished the wands, many of which were broom handles, which they scraped and polished and painted themselves. Teachers and pupils were delighted with this drill. Its novelty attracted their attention, the necessity of each child having a wand developed their ingenuity and industry, and not a little taste was shown in decorating the wands with ribbons and various tips.

The time given to physical training was the same as last year. My assistants visited each school assigned to them twice each month and made a report of the work of each lesson to me, and at the end of the month I sent an average of the work done as thus reported to the supervising principals. These reports were productive of investigations by the supervising principals wherever they showed that poor

work was being done, and I found these investigations of great assistance in correcting bad work and in keeping up the average of the work in all the schools. As another means of keeping up the average of the work I gave all my time not devoted to work in the High and Normal schools to visiting all the other schools and personally supervising the work of my two assistants and the teachers. I visited every school twice during the year, going oftener to the schools where I found that my assistance was required. At the close of the year, together with my two assistants, I visited each school and examined them on questions so prepared that all like grades in the different buildings had the same questions.

Miss George gave in these schools 1,692 lessons, Miss Turner 1,711, and I gave 582 lessons, also supervising their work.

HIGH SCHOOL.

The work of the High School took a wider range and was productive of very satisfactory results. Many of the girls discarded corsets and tight waists during the exercises, thus avoiding the danger from this source. The classes were so arranged that no time was lost in changing from one to another, a class marching into the armory while the retiring class was marching out. Twenty-five minutes was given to each class, one half of which time was devoted to Swedish movements without apparatus and the other half was devoted to exercises with wands, clubs, or dumb-bells, with musical accompaniment.

The most marked feature of the work in the High School was seen in the improvement in standing and walking. So great was the interest and belief in the benefits of physical training that many of the girls with physical defects, curvature of the spine, unshapely limbs, weak and contracted chests, and such troubles, came to me to learn if there were special exercises adapted to their particular cases. This inquiry along special lines resulted in a deeper knowledge of health work and awakened interest in many directions not before known to the pupils.

The first of April the growing interest resulted in the formation of special classes in club swinging, the lessons to be given after school hours. I afterwards arranged to give these lessons during school hours. About 150 girls joined these classes. The willingness of these girls to stay after school and take the lessons was a gratifying indication of the hold upon them that the importance of the training is gaining.

The inactivity of the girls during school recess emphasizes the need of apparatus. With it during recreation periods beneficial and varied exercises both in and out doors might be taken. Appreciating themselves the benefit to be derived at such times from the use of apparatus, a number, insufficient however, volunteered to subscribe money with which to procure it.

During the year I gave 353 lessons in the High School.

NORMAL SCHOOL.

Work in the Normal School was devoted to theory, methods of teaching, and practice of both Swedish free-hand movements and gymnastics with light apparatus, with musical accompaniment. The results were very satisfactory. Under my direction, or the direction of the teacher in charge, great attention was secured to details. No false position, erroneous movement, ungraceful pose or walk escaped correction. For ten weeks the Normal School girls were assigned to teach primary schools. They were given absolute control during this time and were held to strict account for the work. They entered into this practice with earnestness and enthusiasm, and followed directions with care and attention, and more than justified the wisdom of the rule which in this way made them teachers.

I gave 35 lessons in the Normal School during the year, and made 102 visits to the practice rooms for supervision and teaching. The total number of lessons given during the entire year were 4,376.

I desire to thank the superintendent, the trustee, my two assistants, Miss George and Miss Turner, the supervising principals, and all the teachers whose interest, assistance, and growing belief in the necessity of physical training were a great help in securing results from a carefully chosen system that is a valuable foundation for broader and more satisfactory work if it be followed and developed. I was fortunate in meeting no opposition in the system adopted by me and in its execution from my superiors. To my judgment and discretion they left the selection of methods and execution and held me responsible for results, and to this fact I owe much that I was enabled to accomplish.

Respectfully submitted.

MARY P. EVANS,

Directress of Physical Training.

Mr. G. F. T. COOK,

Superintendent of Public Schools.

MANUAL TRAINING.

WASHINGTON, D. C., June 30, 1894.

DEAR SIR: It affords me great pleasure to report the work done in the manual training schools of the seventh and eighth divisions for the year ending June 30, 1894. This year's work shows greater improvement in all of its branches than the previous years. At our exhibit, in the Miller building, there were many visitors present who expressed themselves as being well pleased with the progress and various improvements of the school.

SPECIAL WORK.

We have made some special work for the use of the graded schools. Number of articles: Map trays, 75; bookcases, 30, and specimen cases, 36.

Several lectures were given every month to enable the pupils to more thoroughly understand the nature of wood and metal upon which they worked.

NUMBER OF PUPILS.

There were 880 boys sent to the manual training school. Of this number 809 were accommodated. Last year there were enrolled 699 boys, making an increase this year of 110.

In the metal shops there were 118 boys enrolled; wood-working shops, Miller building, 360; Stevens building, 180; Randall building, 151.

NUMBER OF PIECES MADE.

The number of pieces made this year in shop 1, Miller building, 1,200; in Stevens building, shop 2, 800 pieces, small and large; shop 3, Miller building, 900 pieces, small and large; shop 4, Randall building, 700 pieces, small and large; in the metal shops about 500 pieces, making in all about 4,100 pieces completed in all shops.

The course of instruction in this work has been followed as heretofore, beginning by squaring and trimming a piece of lumber 3 inches wide, seven-eighths of an inch thick, and 8 inches long; mortising and tenoning, dovetailing, and inlaying, molding by hand ogee, crown ogee, and nosing. The lessons included instructions on the nature and use of tools, instruction and practice in shop drawing, elementary work with plane, chisel, saw, different kinds of joints, timber splices, cross joints mortise and tenons, miter and frame work, examples in building, framing, roof trusses, making small articles of furniture, and cabinetwork.

TURNING.

A course in wood turning extended through a part of the second and third years. The lessons comprised, first, nature and use of lathe and tools, plain and straight turning, caliper work to different diameters and lengths, simple and compound curves, screw plates and chuck work, hollow and spherical turning; second, a variety of whole and split patent core work, giving the pupils practice in forming irregular shapes in wood with lathe and carving tools as well as familiarity with the nature and use of patterns for molding.

Owing to the limited time given pupils I find it almost impossible to bring out and develop perfect patterns. I ask for more time for boys who are taking a course in turning.

METAL WORK.

The metal shop consists of 7 forges and 5 lathes. The first lessons are given in forge work, welding, and making of iron hooks, hasps, and staples, hardening and tempering of steel, vise work, chipping and filing in vise benches, instructions on lathe and chucks, drill reamers, taps and dies, gauges, files, cutting tools, and special appliances for machinery, molding, and casting in soft metal. The lessons were so arranged that pupils in making a series of articles may become familiar

with the nature of the metals under various conditions and with successive steps in working it by hand into simple and complex forms, upsetting, bending, cutting, punching, welding by various methods, tool forging, tempering, and hardening. In connection with this work lectures were given on metallurgy and working of metals used in the industrial arts.

The work included cast iron, wrought iron, steel, and brass, plain and cylindrical turning, turning to various diameters and lengths, taper turning, facing with chuck and face plates, drilling (both in drill and lathes), reaming, boring, screw cutting with lathe taps and dies, planing, slotting, etc., with planer and sharper, and milling various forms. Lectures were also given during the year on various subjects connected with machine work in metal, such as forms, constructions, and the use of machines, cutting tools, gearing, gauge, screw threads, etc. Some pieces of construction work were given to the classes. All drawings, with dimensions required, were put on the blackboard and then copied on paper by the pupils, thus each one works from his own drawing.

This was supplemented wherever necessary by the actual construction of the lesson by the teacher before the classes by inspection and direction at the bench.

From the interest manifested by pupils of the manual training schools during the last year if more time were given them in the shops, from two to four hours a week, as the pupils of the other manual training school have from four to six hours a week, it would enable the pupils to take a full course in any branch of wood or metal work they desire, and when the course is completed they should be granted a certificate, as in any other department of our schools.

For my assistants I have only words of praise, especially for the work in Stevens building. This work has excelled all previous years. I would call attention to the need of a better understanding on the part of the teachers of graded schools respecting the nature of the training for all boys. There is also need of greater care on the part of these same teachers in reporting to manual training instructors the names of pupils who leave school, or from other causes cease attending the manual training classes.

In matters of attendance and discipline some of these teachers do not cooperate promptly and heartily with the manual training instructor in his efforts to correct these evils.

In conclusion, allow me to express my gratitude for the sympathy and cheerful cooperation of teachers, supervising principals, trustees, and yourself.

I am, very respectfully,
Mr. G. F. T. COOK,

Superintendent of Public Schools.

J. H. HILL,
Director of Manual Training.

COOKING.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: I herewith submit the annual report of the cooking schools of the seventh and eighth divisions:

Stevens School, Twenty-first street, between K and L streets NW.:

Number of pupils taught (from Stevens, Sumner, Briggs, and Wormley schools)	177
Cost of supplies	\$98.94
Teacher	Miss C. G. Arnold

Randall School, First and I streets SW.:

Number of pupils taught (from Randall, Bell, Lincoln, and Giddings schools)	156
Cost of supplies	\$74.98
Teacher	Miss M. E. Ware

Miller School No. 1, 623 H street NW.:

Number of pupils taught (from John F. Cook, Jones, Garnet, Garrison, Banneker, and Logan schools. This includes 28 girls from the High School) ..	137
Cost of supplies	\$73.20
Teachers	Misses M. B. Cook and H. Johnson

Miller School No. 2, 623 H street NW.:

Number of pupils taught (from John F. Cook, Jones, Garnet, Garrison, Banneker, and Logan schools)	124
Cost of supplies	\$72.29
Teacher	Miss K. M. Nalle

The experience and well-laid foundation of former years helped no little toward bringing about the very satisfactory results witnessed in our cooking schools during the past year.

I am more than pleased with the hearty cooperation given our department by the school authorities, teachers, and parents. It has given us great encouragement and large hope for our schools in the future.

Owing to the promptness of the supervising principals and ready response of the teachers our classes were soon formed, allowing our actual work to begin October 2. The good attendance and excellent deportment of each school show evidences of improvement.

The prescribed course of instruction was given in full, being well taught, both theoretically and practically. The dishes selected to illustrate the various principles in cooking were such as tended toward the promotion of health and the teaching of economy in the household.

One among the pleasing features in our work this term was the very practical way the girls were taught to set the tables for different meals and to properly serve food. The pupils were required to select, from lessons already given, a bill of fare for the meal they desired to serve. They seemed delighted to prepare the different dishes, and each girl completed the work assigned in a way that assured us that she thoroughly understood what had been taught.

From letters received by the teachers from parents I find that the

home practice of the girls in cooking is rapidly increasing, and in a large number of instances pupils reproduced with satisfaction the majority of the lessons given them in school.

The work of the seventh division shows marked improvement over the previous year.

Just here I beg leave to suggest that a more suitable room be given for the use of this cooking school.

The yearly examinations of the pupils in each school was most satisfactory, and gave every evidence of the most careful training.

I am sorry to note the falling off in the number of High School classes.

The annual exhibition held at the Miller building brought our work to its close. The numerous and beautiful specimens of prepared food told of the unbounded interest and careful effort taken by both pupils and teachers, and showed the public the good results of their year's work.

The monthly teachers' meetings were very helpful to us. My assistants have discharged faithfully the duties allotted them, for all of whom I have only words of commendation.

Thanking you and our trustee, Mr. Cornish, for your valuable support to our department,

I am, most respectfully,

M. B. COOK, *Directress, etc.*

Mr. G. F. T. COOK,

Superintendent Public Schools.

SEWING.

WASHINGTON, D. C., *June 30, 1894.*

DEAR SIR: I respectfully submit the following as a report of sewing carried on in the third, fourth, fifth, and sixth grade schools of the seventh and eighth divisions, under my supervision.

The first two weeks of the opening of school were consumed by the sewing teachers in preparing the work for the classes. The regular lessons were started October 1, and the work has been going on ever since, covering 94 schools a week, giving instruction to 2,475 pupils, and giving in all for the year 2,855 lessons. The course for the year has been as follows: Third grade, practice in the use of thread, needle, and thimble; practice in basting, running, backstitching and stitching, overcasting, topsewing, hems, making sewing bag, and sewing little sewing squares. Eight hundred and fifty-seven pupils received instruction in this grade, and 5,949 samples of practice work were made.

The fourth-grade work consisted of practice lessons in patching, bias joining, felled seams, French seams, and the cutting and making a drawers waist. Eight hundred and two pupils were instructed, and 5,225 samples were made.

The fifth-grade work consisted of practice lessons in tailor patching, gusset setting, advanced gathering, darning, hemstitch, feather-stitch, and buttonholes; also the making of garments in keeping with grade work. Six hundred and sixty-four pupils were instructed in this grade, and 5,641 samples made.

The sixth-grade work consisted of practice lessons in French gathers, rolled ruffles, stocking darning, mitering, buttonholes, and the drafting and making of all kinds of under-garments. One hundred and fifty-two pupils received instruction in this grade, and 689 samples were made.

The small number of pupils instructed was due to the fact that we draw largely from this grade pupils for the dressmaking department.

GRADE MEETINGS.

Five grade meetings were held during the year, one at the Magruder School, third grade, October 6, lessons on first steps in sewing, and given by the directress; February 5, Stevens School, fourth grade, bands and gathers, lesson given by E. M. Thomas; March 15, Lincoln School, third grade, practice and theory of sewing; lesson given by S. A. Goines; April 5, Ambush School, fifth grade, buttonholes, lesson given by L. A. Hamer; April 25, Summer School, sixth grade, review work, lesson given by A. Alexander.

These meetings were very beneficial to the teachers, who were present at each. They strengthen the teacher in her work, and give the other teachers a chance to meet and to compare their schools with those of others.

A great deal of time has been given to the theory of sewing. Pupils of the fourth, fifth, and sixth grades were required to keep blank books, in which notes were given them from time to time on the work. The following topics, carefully selected, were treated on:

Third grade.—Talks on cotton, gins, thread mills, needles, pins, thimbles, and cloth.

Fourth grade.—Review of third-grade work; also process of manufacturing calico and linen.

Fifth grade.—Review of third and fourth; also manufacture of wool, silk, and buttons.

Sixth grade.—Review of third, fourth, and fifth, together with the manufacture of lace and hosiery. Some very excellent compositions were written on these topics, and in some schools specimen charts were made. Teachers were provided with specimens of cotton seed, pods, flax, silkworms, and cocoons, and the pupils were able to see the former condition of the cloth on which they worked and made into garments.

EDUCATIONAL SEWING SQUARES.

The introduction of the sewing squares into the third grade has been a very pleasing and instructive feature in this course.

Little children like to sew as long as the work is attractive, and in

the use of these squares the child not only learns the stitches but becomes familiar with form and color. The sewing square consists of a sheet of white cotton cloth, 21 by 36, on which are stamped 32 designs, each design being in a 4-inch square—such designs as a melon, sphere, cube, chair, drum, house, acorn, tulip, butterfly, grasshopper, strawberry, bird, girl, and boy. These little designs are sewed either by the running or stitching stitch, and the color of thread used is in keeping with the character of the design.

The sixth-grade classes have been instructed in applying border designs in drawing to checks of gingham, using the cross-stitch for this work. It is very useful work, and many a girl can beautify her apron or dress with the aid of a drawing lesson. Two thousand four hundred and seventy-five pupils have regularly received instruction during the past year in needlework.

EXAMINATIONS.

Near the close of the year 94 schools were examined in the theory and practice of sewing, and the results were very good. Of the number examined 48 schools received an excellent mark; 31 schools were marked good; 9 schools were marked fair, and 6 schools were marked poor.

DRESSMAKING.

This department, though of a year's course, is of great benefit to the larger pupils of the sixth-grade schools, from which we draw our classes. By reason of an increase in our teaching force we were able to accommodate a much larger number in our shops. Nineteen classes were regularly instructed, making a total of 318 pupils a week.

The course remains nearly the same as in former years, as but little can be added by way of improvement within such a short time.

The course of instruction was as follows: Instruction on the sewing machine; cutting foundation of skirt from measure finishing skirt for trimming and draping; practice in taking measures; drafting close fitting waist; cutting and fitting waist lining; drafting and cutting French biss basque; drafting and cutting French sleeve, high standing sleeve, and leg-of-mutton sleeve; talks on woolen and silk textiles and their manufacture.

Beginning with the 1st of April our classes in this department, were carried through the principal dry-goods stores, on a shopping trip, the teacher in charge accompanying each class. Here the pupil was taught the proper methods of shopping, the arrangement of materials for display, the choice and qualities of fabrics, and the various kinds of woven cloth. Visits were made to such parts of the stores as pertained to dressmaking. Pupils carried their note-books, and entered therein hints that would be useful in the pursuit of this study. The proprietors and their clerks were very courteous to us, in showing and

giving any needed information, and to them we are indebted for the use of their store, and aiding us in this work.

The pupils in these shops were examined at the end of the year, and the results were as encouraging as in the sewing classes. Nine hundred and three skirts were cut and made, 671 waists were drafted and cut, and 239 made.

I again urge the continuance of this work into the seventh grade. Indeed, it has grown to such a point that I can not see how we can much longer keep from our girls this great and needed trade of properly making their own clothes.

As it is, we hardly give her in the little time the real starting point, and leave her to do the rest. We are graduating from our High and Normal schools more pupils than we have positions to supply. If we educate the brain and neglect the hands whose fault is it, theirs or ours?

The time has come when industrial education in the public schools should be more complete.

The exhibitions held in the respective shops at the close of the year were very satisfactory.

Consolidated report of sewing and dressmaking, year ending June 30, 1894.

SEWING.

Division.	Schools.	Amount of work completed.		Number pupils instructed.
		Practice work.	Garments.	
7	Third grade	2,177	136	329
8a	Third grade	238	5	57
8a	Third grade	2,066	.....	254
8b	Third grade	1,468	.....	217
7	Fourth grade	1,553	146	319
8a	Fourth grade	247	26	61
8a	Fourth grade	1,077	111	194
8b	Fourth grade	1,348	50	228
7	Fifth grade	2,000	.....	260
8a	Fifth grade	537	1	61
8a	Fifth grade	1,873	1	170
8b	Fifth grade	1,231	.....	173
7	Sixth grade	135	.....	42
8a	Sixth grade	49	.....	13
8a	Sixth grade	309	.....	51
8b	Sixth grade	196	.....	46
Total		16,504	476	2,475

Number of lessons given, 2,855.

1010 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

Consolidated report of sewing and dressmaking, year ending June 30, 1894—Continued.

DRESSMAKING.

Division.	Schools.	Amount of work completed.				Number pupils instructed.
		Skirts cut.	Skirts made.	Waists cut.	Waists made.	
7	Wormley, sixth grade.....	14	7	18	7	14
7	Phillips, sixth grade.....	21	5	20	7	21
7	Briggs, sixth grade.....	21	9	26	10	21
7	Stevens, sixth grade.....	39	12	53	28	41
7	Sumner, sixth grade.....	36	12	57	30	36
7	Garrison, sixth grade.....	20	15	29	16	20
8a	Garnet, sixth grade.....	19	6	32	16	19
8a	Cook, sixth grade.....	101	34	89	30	35
8a	Slater, sixth grade.....	20	20	31	1	20
8a	Logan, sixth grade.....	45	17	46	15	17
8a	Jones, sixth grade.....	62	16	32	0	16
8a	Banneker, sixth grade.....	52	18	49	16	16
8b	Lincoln, sixth grade.....	54	18	50	16	18
8b	Giddings, sixth grade.....	50	16	53	16	16
8b	Randall, sixth grade.....	54	18	69	16	18
8b	Bowen, sixth grade.....	54	18	17	15	18
	Total.....	662	241	671	239	346

Number of lessons given, 598.

In closing I commend to you the ladies associated with me in the work. I have noticed in several instances great improvement. The new teacher, appointed in last December, has proven herself competent to the position she fills. I am also indebted to the regular teachers and the supervising principals for the cooperation given.

To you and the trustee, Mr. Cornish, I am thankful for the encouragement and support given.

Very respectfully,

CARRIE E. SYPHAX,
Directress of Sewing.

Mr. G. F. T. COOK,
Superintendent of Schools.

**GENERAL ORDERS OF THE COMMISSIONERS OF THE DISTRICT
OF COLUMBIA, MADE DURING FISCAL YEAR ENDED JUNE 30,
1894.**

JULY 13, 1893.

Ordered, That the building inspector of the District of Columbia is hereby directed to notify all persons owning property on the east side of Seventh street extended, between Irving street and Whitney avenue, to move, at once, all fences and buildings back to the building line as established by the surveyor of the District of Columbia.

JULY 22, 1893.

Ordered, That section 87 of the plumbing regulations of the District of Columbia is amended by adding thereto the following:

When wrought-iron vent pipes are used they shall be of galvanized iron and provided with galvanized fittings.

JULY 22, 1893.

Ordered, That the parking commission is directed to remove the trees from the parking in New York avenue, between Ninth and Tenth streets, work to be done under the provisions of the compulsory permit system, 1894.

JULY 26, 1893.

Ordered, That Section A of the code for examination, registering, and licensing master and journeyman plumbers be, and hereby is, amended so as to read as follows:

SEC. A. The examination of plumbers, provided for in sections 7 and 8 of these regulations, shall be under the direction of a board appointed by the Commissioners for that purpose, to consist of seven members to be known as the plumbing board of the District of Columbia.

JULY 28, 1893.

Ordered, That Samuel C. Robinson, Christian F. Eckloff, Charles B. Ball, Charles D. Cole, James Reagan, Thomas Humphrey, and J. C. Darnall are hereby appointed members of the plumbing board of the District of Columbia under the order of July 26, 1893.

JULY 31, 1893.

Ordered, That section 1, article 8, of the police regulations of the District of Columbia is hereby amended to read as follows:

No person shall throw, cast, lay, deposit, drop, scatter, or leave, or cause to be thrown, cast, laid, deposited, scattered, or left in or upon any street, avenue, alley, highway, footway, sidewalk, parking, or public space in the District of Columbia any dirt, mud, sand, ashes, gravel, sawdust, shavings, hay, straw, manure, rubbish, litter, sweepings, offal, vegetable matter, garbage, trees, cinders, paper, or refuse matter of any kind, or any dead animal or putrescible matter of any sort; and abutting lot owners on improved streets, avenues, and alleys in the District of Columbia whose

lots are above grade shall protect the same and the parking in front of said lots so as to prevent dirt, sand, or gravel from falling or being washed on the sidewalks or alley-ways and thereby obstructing the same: *Provided*, That earth and rubbish from excavations or building debris, or materials used in the construction of buildings, may be placed or permitted to lie in the places aforesaid as now authorized by the building regulations of the District of Columbia, or as may be authorized by permit previously obtained from the inspector of buildings.

AUGUST 3, 1893.

Ordered, That the Western Union Telegraph Company is hereby directed to at once remove all poles and wires which are not now in use and which belong to the Rapid Telegraph line, upon the following-named streets, viz:

West side of Fourteenth street, from Pennsylvania avenue to Ohio avenue NW.; south side of Ohio avenue, from Twelfth to Fourteenth streets NW.; west side of Twelfth street, from Ohio avenue to Virginia avenue SW.; north side of Virginia avenue, from Twelfth street SW. to Sixth and I streets SE.; south side of L street, from Sixth to Thirteenth streets SE.; east side of Thirteenth street, from E to L street SE.; west side of Thirteenth street, from E street SE. to Tennessee avenue NE.; east side of Tennessee avenue, from Thirteenth to Fifteenth street NE.; east side of Fifteenth street, from Tennessee avenue to H street NE.

AUGUST 4, 1893.

Ordered, That Messrs. Humphrey and Reagan, master plumbers and members of the plumbing board of the District, are authorized, until December 1, 1893, to use "Wells' oxide steel pipe" in their ordinary practice, instead of the lead pipe prescribed by the plumbing regulations; and that they report the result of their experience with this article to the plumbing board.

AUGUST 5, 1893.

Ordered, That the general assessment of real property bordering Brightwood avenue shall be amended according to lines of said avenue, as officially determined by recent survey, and that a copy of said survey showing the area deductible from each parcel be furnished the assessor for his guidance in making such amendment.

That all applications for certified statements of assessments and taxes, designated as tax certificates, shall receive the prompt action of the assessor, the special-assessment clerk, and the clerk in charge of water taxes, and shall take precedence of the usual routine work in the respective offices.

AUGUST 7, 1893.

Ordered, That the United States Electric Lighting Company be requested to put under ground the wires operating the two electric lights in M street near the bridge across Rock Creek.

AUGUST 14, 1893.

The property owners on the east side of Seventh street extended, not having complied with the order of the Commissioners to remove their fences from District property, the contractor of the District is directed to remove so much of said fences as interfere with the setting of the curb on the proper line.

AUGUST 15, 1893.

Ordered, That the members of the Association of Fire Underwriters of the District of Columbia, upon the exhibition by them of a badge of a design to be approved by the major of police and the chief of the fire department, shall be admitted within the restricted limits at conflagrations in said District, subject while there to such conditions as the officer in charge of the fire department at any such conflagration shall impose.

AUGUST 15, 1893.

Ordered, That no subordinate of the government of the District of Columbia shall communicate, except in writing, upon business relating to said government, with any official of the Government of the United States, and then only in pursuance of specific instructions to be given by the Commissioners in such case.

AUGUST 16, 1893.

In accordance with the act of Congress approved June 27, 1879, authorizing the Commissioners of the District of Columbia to extend the area for taking up and impounding domestic animals found running at large in the District of Columbia, it is hereby ordered:

That on and after August 16, 1893, domestic animals shall not be permitted to run at large within the District of Columbia, and any animal found running at large within said District on and after the above date shall be taken up and impounded.

That under and by virtue of the authority and power conferred upon the Commissioners of the District of Columbia to make and enforce police regulations for said District, the following regulation, to be known as section 16, article 8, of the police regulations, be, and the same is hereby, made and declared:

No dead animal of the horse, mule, or jack kind, and no dead cow, goat, calf, sheep, dog, or swine, or any part of any of the aforesaid dead animals shall be transported through any street, avenue, alley, or public place within the cities of Washington or Georgetown or the more densely populated suburbs of said cities, unless the same shall be conveyed in vehicles substantially air-tight, constructed either of wood or metal or both; nor shall any such dead animal or part thereof be deposited or left upon any wharf, street, avenue, alley, or public place within said cities; and in all cases where such animal or part thereof is transported upon the Potomac River, or the Eastern Branch, it shall be unloaded from the aforesaid vehicles directly into a scow provided for the purpose, covered and closed therein, and thereupon immediately conveyed beyond the District of Columbia, or to such place within said District as may be designated by the Commissioners, and there so disposed of as, in the judgment of the health officer, not to be injurious to health, nor offensive to sight or smell. Any transportation or deposit or disposition of any such dead animal aforesaid, or any part thereof, contrary to the manner herein provided, is declared a nuisance injurious to health, and any person or persons violating any of the provisions of this regulation shall be punished upon conviction thereof by a fine of not less than five dollars nor more than one hundred dollars for each and every violation, and in default of payment of such fine, shall be imprisoned in the workhouse of said District for not less than one nor more than three months.

AUGUST 23, 1893.

Ordered, That C. M. Hammett, M. D., health officer of the District of Columbia, is hereby appointed a delegate to represent the sanitary interests of the municipal government of the District of Columbia at the Pan-American Medical Congress, to be held in the city of Washington, District of Columbia, September 5, 6, 7, and 8, 1893.

AUGUST 29, 1893.

Ordered, That section 136 of the general regulations of the plumbing regulations of the District of Columbia, adopted February 15, 1893, is hereby amended to read as follows:

SEC. 136. The plumber responsible for the work shall give prompt written notification to the inspector of plumbing upon blank forms to be provided for that purpose, when the plumbing work in any building, lot, premises, or establishment is ready for inspection, and all inspection shall be made as soon as possible after notification. All soil, waste, and vent pipes inside of new buildings, and the new work in old buildings shall have the openings stopped and a test of not less than three pounds air pressure to the square inch applied by the plumber in the presence of the inspector of buildings or his assistants, and maintained for such a length of time as to satisfy the latter that the work is sound and tight.

AUGUST 30, 1893.

Ordered, That the permit clerk be directed, pursuant to paragraph 7 of the plumbing regulations, to issue no permits on and after October 1, 1893, to plumbers who have not obtained the license prescribed by the plumbing regulations.

SEPTEMBER 5, 1893.

Ordered, That any person or persons in the District of Columbia having the care, custody, or control of any animal affected by glanders or other contagious or pestilential disease, who shall fail within twenty-four hours after the facts come to his, her, or their knowledge, to report the same to the health officer of the District of Columbia, shall upon conviction be fined not less than \$5 nor more than \$25 for every such offense, to be recovered as other fines and penalties are recovered.

SEPTEMBER 19, 1893.

Ordered, That the Eckington and Soldiers' Home Railway Company be authorized to relay their tracks from Fourth street NE., to the east boundary line of the Catholic University grounds: *Provided*, That the tracks are laid wholly outside of the present Bunker Hill road and on the north side thereof, and otherwise in accordance with the act of July 5, 1892, and other statutes and regulations of the District of Columbia concerning the construction of street railways.

SEPTEMBER 30, 1893.

Ordered, That the following appointments of members of the board of school trustees of the District of Columbia are hereby made:

James W. Whelpley, Abram H. Witmer, and Jesse H. Wilson for terms to expire September 13, 1895, and Louis A. Cornish, Furman J. Shadd, and David H. Hazen for terms to expire September 13, 1894.

OCTOBER 4, 1893.

Ordered, That all permanent structures, wooden awnings, etc., now erected upon the pavement on the south side of Louisiana avenue,

between Ninth and Tenth streets NW., shall be removed on or before October 23, 1893.

After the removal of the obstructions the pavement shall be repaired where necessary, under the compulsory permit system, as necessary for public safety and comfort.

No awnings shall thereafter be erected except as are approved by the inspector of buildings, with down spouts connected with the sewer or gutter.

No obstruction shall be allowed after October 23 upon the pavement, except those contemplated by the building and police regulations.

OCTOBER 7, 1893.

Ordered, That the Eckington and Soldiers' Home Railroad Company be allowed to leave their tracks on North Capitol street, between New York avenue and O street, in their present condition for about six weeks.

OCTOBER 10, 1893.

Ordered, That hereafter plumbers will be required in repairing block or brick cuts to roughly pave the space occupied by the cuts with blocks or bricks according to the street pavement, said blocks or bricks to be set on edge or side.

That section 5 of article 15 of the police regulations of the District of Columbia be, and the same is hereby, amended by adding the following:

That it shall not be lawful for any person or persons to remove or transport garbage through any street, avenue, or alley in the cities of Washington and Georgetown, or their suburbs, except in water-tight carts or wagons with tight-fitting covers, thoroughly sanitary; and any person or persons removing or transporting garbage in and along any of said streets, avenues, or alleys not in water-tight wagons or carts with water-tight covers, thoroughly sanitary, shall on conviction be punished by a fine of not less than five dollars nor more than ten dollars for each and every such offence, to be collected as other fines and penalties are collected.

OCTOBER 17, 1893.

Ordered, That the order for removing awnings upon the south side of Louisiana avenue be revoked so far as it applies to the five stores nearest Tenth street NW., and that the secretary of the board so notify Attorney M. D. Peck, 934 F street NW., the inspector of buildings, and the superintendent of police.

OCTOBER 26, 1893.

Ordered, That the high-service mains in Georgetown below the level of 100 feet above datum be connected with the low-service system of water distribution; estimated cost, \$468.50.

OCTOBER 27, 1893.

Ordered, That the inspector of buildings is directed to take the necessary steps to cause the removal of all weighing scales located upon the public highways in the District without permission from the District authorities.

That in the judgment of the Commissioners the period during which contractors shall keep new pavements or other new works in repair for a term of five years, as required by paragraph 9, section 4, of the organic act of June 11, 1878, shall commence from the date of completion of each piece of work as accepted by the authorities of the District of Columbia.

OCTOBER 30, 1893.

Ordered, That all building permits hereafter issued shall contain a clause stating the width of sidewalk which must be preserved in front of the building to which the permit shall appertain.

That for the fiscal year to end June 30, 1894, and pursuant to the act of Congress providing a permanent form of government for the District of Columbia, approved June 11, 1878, a tax be, and the same is hereby, levied of \$1.50 on every \$100 of real estate within the District of Columbia not exempted by law, except upon real property held and used exclusively for agricultural purposes without the limits of the cities of Washington and Georgetown, and so designated by the assessor in his annual return, the rate on which shall be \$1 for every \$100; and upon all personal property in the District of Columbia not taxable elsewhere, \$1.50 on every \$100, according to the assessed valuation thereof. The first half of said tax shall be due and payable on the 1st day of November, 1893, and the second half on the 1st day of May, 1894.

NOVEMBER 2, 1893.

Notice having been given the Rapid Telegraph Company and the Western Union Company to remove the dangerous poles of the former-named company, and they having failed to do the same, the superintendent of streets is authorized and directed to remove the poles of the Rapid Telegraph Company wherever complained of as dangerous.

NOVEMBER 10, 1893.

Ordered, That footnote 2 of the order of December 23, 1891, establishing a schedule of limitations and provisions relative to the projection of portions of buildings beyond the building line, pursuant to the act of March 3, 1891, is hereby amended by adding thereto the following:

That no projection other than oriels whose lowest portion shall be high enough above the sidewalk to leave at least twelve feet headway shall be allowed on any suburban street sixty feet and less in width.

DECEMBER 2, 1893.

Whereas the use of the iron standpipe of the water department located in Sixteenth street north extended, at the intersection of Morris street, was discontinued September 26, 1893, because the services previously supplied from it had been connected with the Georgetown reservoir system, it is

Ordered, That said standpipe is abandoned and shall be removed in order that the grading of Sixteenth street extended may proceed. It will be sold after due advertisement to the most favorable bidder.

DECEMBER 13, 1893.

Ordered, That under the act entitled "An act to provide for the opening of alleys in the District of Columbia," approved July 22, 1892, those parts of the 10-foot alley in square numbered 622, in the city of Washington, in the District of Columbia, colored green on the plat hereto annexed, be closed, and the proposed new alley delineated on said plat and colored red be opened in substitution of the parts of the 10-foot alley hereby closed, it appearing to the Commissioners by the petition of Cornelius Gillespie et al. that the owners of more than one-half of the land in said square have requested that such action be taken, and the Commissioners being satisfied of the truth of the facts stated in said petition as to ownership and of the correctness of said plat, and also that the proposed change will not be detrimental to the public convenience.

It is further ordered that a certified copy of this order be attached to said plat and delivered to the petitioners, to be filed for record with the recorder of deeds for the District of Columbia, and that when said copy and said plat shall have been duly recorded, the right of the public to use the parts of the 10-foot alley in said square hereby declared closed and the proprietary interest of the United States therein shall forever cease and determine, and the title to the land within said areas shall be vested, according to the agreement of said owners, as shown on said plat, in the president and directors of Gonzaga College.

And further, that the new alleyways therein described and delineated on said plat in red shall be and remain dedicated to public uses as alleyways, and like other alleyways of said city, shall be under the care and control of the authorities of said city.

DECEMBER 13, 1893.

Ordered, That article 10 of the police regulations of the District of Columbia is revised and amended by the addition of the following regulation, to be known as section 18 of said article, providing for the safety of the public using the bridges under the control of the Commissioners of said District:

That all bridges in the District of Columbia, except the Aqueduct Bridge over Rock Creek, are hereby declared improved public highways, and as such public highways the provisions of article ten of these regulations, so far as they are applicable, are hereby extended to them.

That on the following bridges, namely, the Chain Bridge over the Potomac River, K Street Bridge over Rock Creek, N Street Bridge over James Creek Canal, and Navy-Yard Bridge over the Eastern Branch of the Potomac River the maximum rate of travel shall not be greater than a walk. On all other bridges the aforesaid maximum rate of travel shall apply to loaded teams, but may be increased to six miles an hour for carriages and light vehicles.

No wagon, cart, or other vehicle whose weight, including the vehicle and its load, exceeds six tons shall be permitted to cross any bridge in said District without a permit in writing from the Engineer Commissioner.

No person shall propel any boat, scow, or vessel against any pier, the substructure or superstructure of any District bridge, nor attach any rope or line thereto, nor bathe nor swim from the structure or approaches thereon, nor go nor be upon the same for any purpose except to use the structure as a public thoroughfare in the usual manner provided therefor.

That the section of said article ten heretofore known as section eighteen is changed to section nineteen of said article.

DECEMBER 15, 1893.

Ordered, That the Washington and Georgetown Railroad Company immediately repair the pavement along its tracks on Pennsylvania avenue west.

JANUARY 19, 1894.

Ordered, That article 10 of the police regulations of the District of Columbia is hereby amended by the addition thereto of the following section:

SEC. 19. That no wagon, cart, or other vehicle whose weight, including the vehicle and its load, exceeds one thousand pounds, shall be permitted to enter upon or pass through or over any paved alley in the District of Columbia without a permit in writing from the Engineer Commissioner, unless such wagon, cart, or other vehicle is at the time engaged in hauling for purposes connected with property abutting on such alley.

Any person violating the provisions of this section shall, on conviction in the police court of the District of Columbia, be punished by a fine of not less than five dollars nor more than one hundred dollars, to be collected as other fines and penalties are collected.

JANUARY 24, 1894.

Ordered, That all orders establishing or permitting a stand for vehicles at the corner of Fifteenth street and Bennings road NE. are hereby revoked, and a public hack stand is hereby established on the north side of Florida avenue, to extend westwardly from the second tree west from the intersection of said avenue and H street NE. far enough only for the accommodation of not to exceed six vehicles, which shall stand length wise with the curbing. The occupants of such stand shall keep the street free from any obstruction or annoyance to the public or from any nuisance due to such occupancy.

JANUARY 29, 1894.

Ordered, That the permit given the Washington and Georgetown Railroad Company, November 22, 1893, to erect and maintain a transfer passenger station on the west side of Fifteenth street near G street NW. is hereby amended to read as follows:

That the Washington and Georgetown Railroad Company is hereby granted a permit to erect and maintain a transfer passenger station on the west side of Fifteenth street near G street northwest, central of the east fence on Fifteenth street north of the Treasury building, as recommended by Supervising Architect J. O'Rourke, representing the Secretary of the Treasury, of a construction approved by the Commissioners, subject to inspection by the inspector of buildings. This permit shall not be construed as relieving the said company from the obligation of erecting such other transfer stations as the necessities and convenience of the public may, in the judgment of the Commissioners, require.

FEBRUARY 12, 1894.

The following locations are hereby designated as public dumping grounds for the use of the sewer department: Canal street SW., between O and N streets; Tenth street SE., between O street and the river; K street SE., between Fourteenth and Fifteenth streets; Seventeenth street NE., between D and E streets, and New York avenue, between Florida avenue and Brentwood road.

FEBRUARY 13, 1894.

Ordered, That permission is hereby granted Anthony Thornton to stand one wagon near the north end of premises occupied by A. M. Tubman, 1701 Pennsylvania avenue NW.

FEBRUARY 20, 1894.

Ordered, That sections 7, 8, 21, 37, 59, 89, 98, 100, 111, 114, 116, 121, 127, and 140 of the plumbing regulations of the District of Columbia are hereby amended to read as follows:

Paragraph 7, section 7. On and after April 1, 1896, it shall not be lawful for any person not a licensed master plumber to employ another person to work at the plumbing trade as a journeyman plumber, and no person shall be so employed after that date who does not hold a certificate of competency issued by the Commissioners of the District of Columbia and setting forth his ability to do work as a journeyman plumber.

SEC. 8. Every person who shall desire, from and after November 1, 1895, to work at the trade of plumbing in the District of Columbia as a journeyman plumber, and who does not practice the business of plumbing (see sec. 7), shall apply to the board appointed by the Commissioners of the District of Columbia for the examination of plumbers, and shall present himself for examination at the time designated by such board. If declared competent by the examining board, he shall register his name in the office of the inspector of plumbing and receive a certificate of competency to do work as a journeyman plumber.

SEC. 21. Applications for permits to excavate in any public street, for the purpose of doing any work contemplated in section 10, must be made to the permit clerk. (See secs. 22, 24, 32, 34, 67, 139, and 140.) Blank forms of application will be furnished to registered plumbers and the representatives of companies having gas mains, subways, or conduits in the streets. One dollar shall be paid as permit fee for each building, lot, premises, or establishment connected, and for each excavation made for repairing pipes or other underground structures, and the receipt of this fee must be entered upon each application. The fee must in all cases be paid before the application is presented to the permit clerk. No fee, however, will be required for a permit to make connection with any public sewer, house sewer, water main, gas main, or service pipe, when all the work, including the place of connection, lies wholly within the limits of private property, nor for the adjustment to grade of a down-spout connection and clean-out, the adjustment to grade of a fresh-air inlet and clean-out, and the removal of a standpipe used for supplying water for building purposes; but in every case a permit must be taken out as required by section 10. Every application for a permit for work to be done under section 10 shall be signed by the owner of the premises, whose address shall be written under his signature, and by the registered plumber or other person who is to do the work. Signature by agent shall not be accepted if the owner resides in the District of Columbia. Any licensed plumber presenting a fraudulently signed application shall have his license revoked. Each applicant must state the street and number of the building, premises, or establishment, and also the lot or subplot and square.

SEC. 37. Special permits may be issued, without charge, for alterations and repairs of water service pipes inside the building line, and for the lowering and raising or replacing of stopcock boxes. Any plumber who shall take advantage of a permit of this class to do unauthorized work shall have his license revoked and shall be prosecuted for violation of these regulations.

SEC. 59. No person shall place or cause to be placed any pavement washer or hose attachment for the service of a new building in any footway or portion thereof. All such fixtures for new buildings must be connected to the service pipe inside of the front wall of the building, and may project therefrom above the surface of the ground, suitable precautions being taken against freezing. In repairing or replacing that portion of a service pipe to which the pavement washer or hose attachment is connected, or such fixture itself, if the building served is provided with a cellar or unfinished basement, the fixture may be placed in the front wall. In case the basement is occupied for living purposes, or the building has no cellar, the fixture may be placed in the area wall or in the parking at least two feet from the sidewalk, and no parking or suitable area exists, the fixture may be placed in the sidewalk, and the line of projections.

If a washer is located in a parking or sidewalk it shall be connected with gravity two feet, including eight inches of slack, of three-fourths-inch lead pipe, just come than A pipe. All new pavement washers and hose attachments must be red moved and construction approved by the Engineer Commissioner.

SEC. 89. Each vertical soil pipe shall be provided near its lower end with a branch, suitably located, and having a cast-iron plug not less than the diameter of the pipe, and patriotism of

SEC. 98. Every water-closet, urinal, sink, basin, wash tray, or fixture of any kind connected with the drainage system of the building, shall be separately and effectually trapped if located in the building, and their intention to

SEC. 100. All traps shall be placed as near the fixtures as possible, and a hand-hole cover shall be used.

JANUARY 19, 1894.

Ordered, That article 10 of the police regulations of the District of Columbia is hereby amended by the addition thereto of the following section:

SEC. 19. That no wagon, cart, or other vehicle whose weight, including the vehicle and its load, exceeds one thousand pounds, shall be permitted to enter upon or pass through or over any paved alley in the District of Columbia without a permit in writing from the Engineer Commissioner, unless such wagon, cart, or other vehicle is at the time engaged in hauling for purposes connected with property abutting on such alley.

Any person violating the provisions of this section shall, on conviction in the police court of the District of Columbia, be punished by a fine of not less than five dollars nor more than one hundred dollars, to be collected as other fines and penalties are collected.

JANUARY 24, 1894.

Ordered, That all orders establishing or permitting a stand for vehicles at the corner of Fifteenth street and Bennings road NE. are hereby revoked, and a public hack stand is hereby established on the north side of Florida avenue, to extend westwardly from the second tree west from the intersection of said avenue and H street NE. far enough only for the accommodation of not to exceed six vehicles, which shall stand length wise with the curbing. The occupants of such stand shall keep the street free from any obstruction or annoyance to the public or from any nuisance due to such occupancy.

JANUARY 29, 1894.

Ordered, That the permit given the Washington and Georgetown Railroad Company, November 22, 1893, to erect and maintain a transfer passenger station on the west side of Fifteenth street near G street NW. is hereby amended to read as follows:

That the Washington and Georgetown Railroad Company is hereby granted a permit to erect and maintain a transfer passenger station on the west side of Fifteenth street near G street northwest, central of the east fence on Fifteenth street north of the Treasury building, as recommended by Supervising Architect J. O'Rourke, representing the Secretary of the Treasury, of a construction approved by the Commissioners, subject to inspection by the inspector of buildings. This permit shall not be construed as relieving the said company from the obligation of erecting such other transfer stations as the necessities and convenience of the public may, in the judgment of the Commissioners, require.

FEBRUARY 12, 1894.

The following locations are hereby designated as public dumping grounds for the use of the sewer department: Canal street SW., between O and N streets; Tenth street SE., between O street and the river; K street SE., between Fourteenth and Fifteenth streets; Seventeenth street NE., between D and E streets, and New York avenue, between Florida avenue and Brentwood road.

FEBRUARY 13, 1894.

Ordered, That permission is hereby granted Anthony Thornton to stand one wagon near the north end of premises occupied by A. M. Tubman, 1701 Pennsylvania avenue NW.

FEBRUARY 20, 1894.

Ordered, That sections 7, 8, 21, 37, 59, 89, 98, 100, 111, 114, 116, 121, 127, and 140 of the plumbing regulations of the District of Columbia are hereby amended to read as follows:

Paragraph 7, section 7. On and after April 1, 1896, it shall not be lawful for any person not a licensed master plumber to employ another person to work at the plumbing trade as a journeyman plumber, and no person shall be so employed after that date who does not hold a certificate of competency issued by the Commissioners of the District of Columbia and setting forth his ability to do work as a journeyman plumber.

SEC. 8. Every person who shall desire, from and after November 1, 1895, to work at the trade of plumbing in the District of Columbia as a journeyman plumber, and who does not practice the business of plumbing (see sec. 7), shall apply to the board appointed by the Commissioners of the District of Columbia for the examination of plumbers, and shall present himself for examination at the time designated by such board. If declared competent by the examining board, he shall register his name in the office of the inspector of plumbing and receive a certificate of competency to do work as a journeyman plumber.

SEC. 21. Applications for permits to excavate in any public street, for the purpose of doing any work contemplated in section 10, must be made to the permit clerk. (See secs. 22, 24, 32, 34, 67, 139, and 140.) Blank forms of application will be furnished to registered plumbers and the representatives of companies having gas mains, subways, or conduits in the streets. One dollar shall be paid as permit fee for each building, lot, premises, or establishment connected, and for each excavation made for repairing pipes or other underground structures, and the receipt of this fee must be entered upon each application. The fee must in all cases be paid before the application is presented to the permit clerk. No fee, however, will be required for a permit to make connection with any public sewer, house sewer, water main, gas main, or service pipe, when all the work, including the place of connection, lies wholly within the limits of private property, nor for the adjustment to grade of a down-spout connection and clean-out, the adjustment to grade of a fresh-air inlet and clean-out, and the removal of a standpipe used for supplying water for building purposes; but in every case a permit must be taken out as required by section 10. Every application for a permit for work to be done under section 10 shall be signed by the owner of the premises, whose address shall be written under his signature, and by the registered plumber or other person who is to do the work. Signature by agent shall not be accepted if the owner resides in the District of Columbia. Any licensed plumber presenting a fraudulently signed application shall have his license revoked. Each applicant must state the street and number of the building, premises, or establishment, and also the lot or subplot and square.

SEC. 37. Special permits may be issued, without charge, for alterations and repairs of water service pipes inside the building line, and for the lowering and raising or replacing of stopcock boxes. Any plumber who shall take advantage of a permit of this class to do unauthorized work shall have his license revoked and shall be prosecuted for violation of these regulations.

SEC. 59. No person shall place or cause to be placed any pavement washer or hose attachment for the service of a new building in any footway or portion thereof. All such fixtures for new buildings must be connected to the service pipe inside of the front wall of the building, and may project therefrom above the surface of the ground, suitable precautions being taken against freezing. In repairing or replacing that portion of a service pipe to which the pavement washer or hose attachment is connected, or such fixture itself, if the building served is provided with a cellar or unfinished basement, the fixture may be placed in the front wall. In case the basement is occupied for living purposes, or the building has no cellar, the fixture may be placed in the area wall or in the parking at least two feet from the sidewalk; if no parking or suitable area exists, the fixture may be placed in the sidewalk inside the line of projections.

If a washer is located in a parking or sidewalk it shall be connected with at least two feet, including eight inches of slack, of three-fourths-inch lead pipe, not lighter than A pipe. All new pavement washers and hose attachments must be of material and construction approved by the Engineer Commissioner.

SEC. 89. Each vertical soil pipe shall be provided near its lower end with a T branch, suitably located, and having a cast-iron plug not less than four inches in diameter leaded in.

SEC. 98. Every water-closet, urinal, sink, basin, wash tray, bath tub, set of tubs, or fixture of any kind connected with the drainage system of a building shall be separately and effectually trapped if located in the building and vented.

SEC. 100. All traps shall be placed as near the fixtures as possible. No trap with a hand-hole cover shall be used.

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SEC. 111. When a wrought-iron soil, drain, or waste pipe is used in a building it shall be of extra heavy galvanized-iron pipe, not less than two inches in diameter.

SEC. 114. A running or P trap, of form approved by the inspector of plumbing, shall be placed on every house sewer, except where there is no plumbing fixture located within the building under or through which the house sewer is laid. Such trap shall be placed at an accessible point, if practicable within the wall of the building, and a vertical pipe of the same diameter and provided with a brass trap screw shall be constructed over the trap to admit of cleaning the same.

SEC. 116. Every house sewer shall have a fresh-air inlet, not less than six inches in diameter, of form approved by the inspector of plumbing, entering on the house side of the running trap, except that an inlet will not be required in cases where no plumbing fixture is located within the building under or through which the house sewer is laid. The inlet shall be located either within the parking, two feet back of the edge of the footway, or in cases where the parking is less than ten feet wide, in the footway not more than two feet from the face of the curb.

SEC. 121. Means shall be provided for thoroughly flushing all soil pipes, drain pipes, and water-closets. A copper-lined flushing tank shall be provided for every water-closet. The flushing pipe of each tank shall not be less than one and one-quarter ($1\frac{1}{4}$) inches in diameter. Every water-closet shall have a flushing rim. No long, straight hopper or offset hopper closets shall be used within a building. All water-closets erected in yards or outside of dwellings shall be placed immediately adjacent to the dwelling, and shall be flushed by a tank located within the dwelling.

SEC. 127. All rain-water leaders shall be connected with the drainage system of the building, and shall be effectually trapped. Whenever thin metal rain-water leaders are connected into cast-iron pipes, the connecting joint shall be made by the plumber. Every rain-water leader, when placed inside of a building, shall be of extra heavy cast-iron pipe, not less than three (3) inches in diameter, with leaded and caulked joints.

SEC. 140. The usual fee of one dollar (\$1) shall be charged as a permit fee for each house connected by service pipe or branch conduit, and for each excavation made in the street for the purpose of repairing, altering, or extending any main, subway, conduit, or other underground construction.

FEBRUARY 26, 1894.

Ordered, That the following schedule of rents for dealers in the Western Market is hereby established, to take effect from the 28th instant:

	Per month.
Butcher stands	\$7. 00
Bacon stands	6. 00
Butter stands	5. 00
Produce stands	5. 00
Fish stands	5. 00
Miscellaneous stands	5. 00

MARCH 5, 1894.

Ordered, That a commission consisting of three market masters and the attorney of the District is hereby appointed to revise the rules and regulations governing the several municipal markets of the District of Columbia.

MARCH 8, 1894.

Ordered, That the reduction in the rents for stalls in the Western Market shall apply only to those dealers who pay their rents at the office of the market on or before the first day of each month.

MARCH 10, 1894.

Ordered, That Commissioner John W. Ross is hereby chosen president of the Board of Commissioners of the District of Columbia for the ensuing year. That Commissioner George Truesdell is hereby chosen acting president of the Board of Commissioners of the District of Columbia for the ensuing year.

MARCH 17, 1894.

Ordered, That the surrender of the lease made on the 8th day of October, 1890, by the Commissioners to the Norfolk and Washington (D. C.) Steamboat Company, of the wharf property beginning 60 feet northwardly from the point where the west side of the sidewalk on Water street joins the grounds of the United States Arsenal on the north side, and running thence northwardly with said west line of said sidewalk 100 feet, thence westwardly by that width of 100 feet to the harbor line of the Potomac River, etc., is hereby accepted without any obligation under said lease on the part of the said company or the District of Columbia.

APRIL 11, 1894.

Ordered, That the north curb line of Michigan avenue between First street west and North Capitol street be established 10 feet from the north building line, and the south curb line 30 feet from the south building line, making the roadway width between curbs 50 feet.

APRIL 23, 1894.

To whom it may concern:

Whereas it is reported that several organized bodies of men are approaching the District of Columbia with the avowed purpose of securing such Congressional action as will relieve the condition of unemployed laborers throughout the country; and

Whereas all unemployed men and others throughout the country who may be in sympathy with the movement have been invited to assemble in front of the National Capitol on the 1st of May proximo, for the purpose of compelling favorable action by Congress by mere force of numbers and physical presence; and

Whereas the constitutional right of petition does not justify the methods dangerous to peace and good order which threaten the quiet of the national capital which are contrary to law and opposed to the ordinary means of obtaining legislative relief under our system of government; and

Whereas it is declared to be the intention of this body of unemployed and destitute people not only to gather together for the purposes aforesaid at the city of Washington, but there to remain until their mission shall have been accomplished; and

Whereas the national capital is chiefly devoted to public business and is the center of Federal legislation, and as a result of its lack of ordinary means of affording employment, is now taxed to its utmost capacity in charitable efforts to take care of its own poor unemployed:

Now, therefore, the Commissioners of the District of Columbia, who are charged with the duty of maintaining peace and good order, and with enforcing the laws in said District, being sensible of the gravity of the situation, and fully appreciating the hardship which must come upon many innocent but misguided people if this ill-considered movement should be continued, do hereby appeal in the interest of humanity and in furtherance of the peace and good order which are enjoined by the laws in force in said District, to the good sense and patriotism of all those engaged in or who contemplate taking any part in the proposed demonstration, and urge them to reconsider their intention to come into the District of Columbia for that purpose.

No possible good can come of such a gathering, and with no proper preparation or means of subsistence suffering and ultimate disorder will certainly ensue. No wrong can be righted, no condition of labor ameliorated, no remedy for any existing evil realized by the contemplated demonstration of physical force. Every desirable end can be more certainly and effectively accomplished by ordinary and lawful methods.

The Commissioners, while in entire sympathy with all people out of employment, and having no desire or purpose to deal harshly with unfortunate but honest men who seek relief by reasonable and lawful means, are in duty bound to give notice to those persons who are tempted under any pretext to swell the number of unemployed persons already here, that there is neither work for them nor means for their maintenance in the District; that the law does not permit the soliciting of alms in our streets, and forbids parades, assemblages, or orations in the Capitol Grounds, and the obstruction of any public grounds, streets, highways, or avenues, and the approaches to private or public buildings.

The Commissioners give notice also to criminals and evil doers who, under cover of a crowd of unemployed men in our streets, may come for the purposes of crime and disorder, that all such will be apprehended and summarily dealt with.

And, finally, they give notice to all who come here against their advice and protest that the laws in force in the District of Columbia are adequate for every emergency and will be rigidly enforced.

APRIL 17, 1894.

Ordered, That the Eckington water-supply system be connected with the main laid by the water department on T street NE., near the corner of Second, on the same conditions under which the like connection was made with the mains of the Washington Heights Water Company, viz:

1. That the owners of the Eckington water-supply system deposit with the collector of taxes the sum of \$55.21 to pay the cost of the connection.

2. That nothing in the terms of this permission shall be construed as affecting any change in existing laws and regulations governing the introduction and supply of Potomac water.

3. That upon notification from the superintendent of the water department that the Potomac water has been turned into said connection, the chief clerk of the water department cause the regular water rates for supplying Potomac water to be assessed and collected.

4. That the Commissioners reserve the right to cut off the said connection, without compensation, at any time when in their discretion the public good may seem to so require.

5. That the conditions imposed by the Commissioners be required to be accepted in writing by the owners of the said Eckington water-supply system.

6. That the Commissioners retain control of the said connection.

APRIL 25, 1894.

Ordered, That \$40,000 be taken from the water fund and applied to the extension of the high service system of water distribution, as

authorized by the act making appropriations for the expenses of the government of the District of Columbia for the fiscal year ending June 30, 1894, and for other purposes, approved March 3, 1893.

On the petition of the owners of all of square numbered 554, in the city of Washington, for the closing of an alley in said square and the opening of another in its place, as shown on the annexed plat, and the Commissioners being satisfied with the truth of the facts stated in said petition as to the ownership and correctness of said plat, and that the proposed change in all the alleyways will not be detrimental to the public interests, it is ordered: That the alley marked "to be closed" and colored red on said plat, be, and the same is hereby, closed as prayed; and that new alleys marked on said plat "to be opened" or "proposed addition to thirty-foot alley" and colored green, are hereby declared open as prayed. It is further ordered: On filing a certified copy of this order and said plat in the office of the recorder of deeds that the right of the public to use the alley hereby declared closed, and the proprietary interest of the United States therein shall forever cease and determine, and the title to the same shall vest in James E. Miller and others in fee simple; and it is further ordered: That the alleys delineated on said plat shall be and remain dedicated to public use as alleyways, and like other alleyways of said city shall be subject to the control of the city authorities.

MAY 1, 1894.

Ordered, That paragraph 26 of section 19 of the building regulations of the District of Columbia, adopted December 1, 1892, is hereby revoked.

MAY 18, 1894.

Ordered, That the following changes in the general orders to regulate the future platting and subdividing of all lands and grounds in the District of Columbia made and published by the Commissioners of the District of Columbia pursuant to the act of Congress approved August 27, 1888, entitled "An act to regulate the subdivision of land within the District of Columbia," are hereby made.

Paragraph 6 is hereby amended to read as follows:

No land shall be subdivided into lots less than sixteen feet in width and fifty feet in depth, except where such lots abut upon two public streets, or upon a street and an alley, in which case the least depth of lot may be forty feet

Paragraph 9 is hereby amended to read as follows:

Principal streets not in alignment with the streets of Washington shall be not less than ninety feet in width and shall be distant from each other not less than two hundred feet nor more than eight hundred feet.

Paragraph 14 is hereby amended to read as follows:

No new avenue shall be less than one hundred and twenty feet in width, except where the topography or other considerations make a less width desirable.

Paragraph 18 is hereby amended to read as follows:

In the squares of all subdivisions without the cities of Washington and Georgetown public alleys will be required so that, as far as practicable, every lot shall abut thereon; such alleys shall be not less than sixteen feet in width, and continuous through the square.

MAY 19, 1894.

Ordered, That the building regulations of the District of Columbia are hereby amended by adding the following paragraph to section 12, to be known as paragraph 2 of said section:

Private stables.—No private stable shall be erected within twenty feet of a dwelling, except the dwelling of the owner of such stable and dwellings fronting upon alleys.

That the following hack stands are hereby established: One on the south side of B street, running westwardly from Fifteenth street NW.; the other on north side of B street, running eastwardly from Twelfth street SW., each stand not to exceed the number of eight vehicles at one time, which shall stand lengthwise the curbing, and to occupy the space from the designated points far enough only to accommodate the said number of vehicles.

MAY 23, 1894.

Whereas by the opening of T street, between Second street east and Lincoln avenue, those portions of Gales avenue which are not included within the lines of T street, have become unnecessary for public use: It is therefore ordered, this 23d day of May, 1894, that said portions of Gales avenue be, and the same are hereby, abandoned for public uses.

It is further ordered that a certified copy of this order be furnished the surveyor of the District with directions to note the same upon the records of his office.

MAY 24, 1894.

Ordered, That the police regulations in and for the District of Columbia be amended as follows:

Provided, No horse shall be driven nor vehicle moved faster than a walk on Fifteenth street between Pennsylvania avenue and the north line of New York avenue northwest, or across street intersections where street-car lines intersect.

Section 4, article 10, is hereby amended by the addition of the following:

Vehicles shall not be allowed to stand or be driven two or more abreast on either side of streets upon which are double street-car tracks, unless the roadway is more than fifty feet wide.

MAY 31, 1894.

Ordered, That on and after June 11, 1894, until otherwise ordered by the Commissioners, unskilled laborers employed by the District of Columbia shall be paid at the rate of \$1 per day of eight hours.

JUNE 2, 1894.

Ordered, That the order of May 31, 1894, directing that on and after June 11 unskilled laborers employed by the District of Columbia shall be paid at the rate of \$1 per diem is hereby revoked.

JUNE 8, 1894.

Ordered, That the plumbing regulations of the District of Columbia are hereby amended by adding the following paragraph to form the second paragraph of section 18 of said regulations:

Any person or persons violating any of these regulations for which a penalty is not herein provided shall, on conviction in the police court, be fined not less than twenty-five dollars nor more than two hundred dollars for each and every offense, to be recovered as other fines and penalties are recovered.

JUNE 11, 1894.

Ordered, That section 121 of the plumbing regulations of the District of Columbia is hereby amended to read as follows:

SEC. 121. Means shall be provided for thoroughly flushing all soil pipes, drain-pipes, and water-closets. A copper-lined flushing tank shall be provided for every water-closet. The flushing pipe of each tank shall not be less than one and one-quarter ($1\frac{1}{4}$) inches in diameter. Every water-closet shall have a flushing rim. No long, straight hopper or offset hopper closets shall be used within a building.

All outside water-closets pertaining to new buildings shall be placed immediately adjacent thereto and shall be flushed by a tank located within the building. In altering old buildings outside water-closets will be located and flushed as above where practicable; but the inspector of plumbing may, with the approval of his immediate superior, authorize, when necessary, the use of a straight hopper closet located to the best advantage and flushed by means of an approved hydrant hopper cock, the waste of which shall be connected with the sewer.

JUNE 14, 1894.

Ordered, That footnote 2 of the schedule of limitations and provisions relative to the projection of portions of buildings beyond the building line, page 49, building regulations, revised and adopted May 2, 1894, is hereby modified, so that the last sentence shall read:

No projection, other than oriel, whose lowest part shall be high enough above the sidewalk or grade to leave at least twelve feet of headway, shall be allowed upon any street outside the city of Washington proper which is sixty or less feet in width.

JUNE 22, 1894.

Ordered, That the following proposition of W. X. Stevens, relative to the opening and management of the bathing beach, is hereby approved:

First. That Police Officer David Cotter immediately report to said Stevens for duty at the beach during the season.

Second. That said Stevens and Officer Cotter be authorized to solicit public contributions for this purpose.

Third. That said Stevens be authorized to proceed immediately on receipt of funds to put the beach premises in the best repair that the funds will permit.

Fourth. That the beach shall be opened to the public as soon as practicable, and be kept open free to all under sixteen years of age who furnish their own suits, but that 5 cents may be charged to each person over sixteen furnishing his own suit.

Fifth. That swimming, diving, and other aquatic contests may be held occasionally at the beach for physical development and public amusement.

Sixth. That said Stevens may collect rent for the refreshment stand, for the use of bathing suits, etc., and receive donations, and by these means keep the life-boat manned and on duty whenever bathers are in the water; keep house attendants and manage the beach without cost or liability to the District of Columbia or the General Government for anything under this order.

Seventh. That neither said Stevens nor any of his employees shall be held responsible for any loss or accident which may occur at the beach.

Eighth. That all rules not conforming with this order are hereby repealed and the rest of the rules of last year remain in force.



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